DOCUMENT RESUME

ED 469 558 SO 034 319

AUTHOR	Barbieri, Kim E.
TITLE	In the High Cause of Human Freedom, 1935-1945. Dwight D. Eisenhower.
INSTITUTION	Dwight D. Eisenhower Foundation, Abilene, KS.
PUB DATE	2001-00-00
NOTE	63p.; Supported by the Dane Hansen Foundation and the State of Kansas. For other documents in the series, see SO 034 317-318 and SO 034 320.
AVAILABLE FROM	Eisenhower Foundation, 200 Southeast Fourth Street, Abilene, KS 67410. Tel: 785-263-4751; Fax: 785-263-4218; e-mail: information@eisenhower.nara.gov; Web site: http://www.dwightdeisenhower.com/ .
PUB TYPE	Guides - Classroom - Teacher (052) -- Historical Materials (060)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	Biographies; Intermediate Grades; *Leadership; Presidents of the United States; *Primary Sources; Secondary Education; Social Studies; Student Educational Objectives; United States History; *World War II
IDENTIFIERS	*Eisenhower (Dwight D); National History Standards

ABSTRACT

For Dwight D. Eisenhower, World War II was not simply a war but a crusade in the high cause of human freedom. This publication, the third in a series of posters and curriculum materials on the life and times of Dwight D. Eisenhower, covers the events leading up to World War II and Eisenhower's rise to the rank of five star General of the U.S. Army during the course of World War II. Students learn about General Eisenhower and become inspired by his leadership qualities. The use of primary sources as a method for learning history is often a student's first opportunity to discover that history can be a fascinating subject. Letters, diaries, photographs, oral histories, and artifacts are catalysts for igniting student curiosity about the past. This publication contains 10 sections: (1) "Teacher's Guide"; (2) "Chronology"; (3) "Evaluate a Primary Source"; (4) "Evaluate Web Sites"; (5) "World War II Web Sites"; (6) "Learning Activities"; (7) "Clouds of War" (five primary sources); (8) "A World at War" (five primary sources); (9) "A Hard War: A Bitter, Bloody War" (six primary sources); and (10) "Nothing Less Than Full Victory" (six primary sources). Contains a resource list. (BT)

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DWIGHT D. EISENHOWER

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IN THE HIGH CAUSE OF HUMAN FREEDOM

1935--1945

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Continuing the Legacy

September 19, 2001

Dear Educator,

It is with great pleasure that the Eisenhower Foundation presents to you the third in a series of posters and curriculum materials on the life and times of Dwight D. Eisenhower.

This year's edition, *In the High Cause of Human Freedom, 1935-1945*, covers the events leading up to World War II and Eisenhower's rise to the rank of 5-star General of the Army during the course of the war. Through the use of these materials today's students will come to know Dwight D. Eisenhower and be inspired by his leadership qualities.

These materials were made possible by funding from the Dane Hansen Foundation and the State of Kansas. We hope you will join us in thanking them for their support of this most worthwhile project.

Sincerely,

Stewart R. Etherington
President
The Eisenhower Foundation

Lynda Scheele
Executive Director

Kim E. Barbieri
Education Specialist

Teacher's Guide

INTRODUCTION:

For those who lived through it, World War II was an extraordinary chapter of history, but for no one more than for Dwight D. Eisenhower. In 1935, Eisenhower was a respected, yet anonymous, major in the United States Army. Within a decade, he would be a five-star general, admired world figure, and much loved hero—the most celebrated man of the age. A look back at Eisenhower on the eve of World War II reveals a striking portrait of a man poised to assume the reins of leadership. Had there been no war, history would have little mention of a very capable and good man named Dwight D. Eisenhower. But the war did come, and Eisenhower's shooting star was no fluke of history. For nearly three decades, Eisenhower had pushed, challenged, and disciplined himself with intensity fueled by great ambition. And, when opportunity appeared—*he was ready*. Eisenhower's considerable abilities, coupled with his innate decency, his rigorous sense of honor, and his selfless devotion to his country made him ideally suited to lead the twentieth century's great crusade against tyranny and evil. In darkest days of World War II—when there was little glory, when the workload was punishing, when fatigue, worry, and illness threatened his very well being—he bore it and, even more, he transcended it. No one could have done it better.

"In the High Cause of Human Freedom: 1935—1945" recounts the Eisenhower years from the Philippines through World War II. Ironically, it is his tenure in the Philippines, a duty he comes to strongly dislike, which prompts George C. Marshall to summon him to the War Department on December 12, 1941. When Lt. Col. Eisenhower had returned to the United States from the Philippines in early 1940, his first assignment placed him in command of troops for most of that year. Following a transfer to Fort Sam Houston in mid-1941, he played a pivotal role in the Louisiana Maneuvers which thrust him into the national limelight. During Eisenhower's exhausting six months at the War Department in 1942, George C. Marshall came to appreciate his abilities and trust his judgment. As the commander of the invasion of North Africa, Eisenhower demonstrated that he could hold together the fragile Anglo-American alliance and learn from his mistakes. Yet, no one was more surprised than Eisenhower himself was when President Roosevelt named him Supreme Allied Commander for Operation Overlord, the invasion of Europe. By the time that Germany finally surrendered in May 1945, Eisenhower had become the very personification of the righteous crusade that had prevailed over the dark forces of evil.

THE DWIGHT D. EISENHOWER SERIES:

Funding for this project was provided by the Dane Hansen Foundation and the State of Kansas. The materials included are intended only as a starting point to learn more about the fascinating life and times of our 34th President, Dwight D. Eisenhower. "Dreams of a Barefoot Boy: 1890—1911" was the first in the series and focused on the boyhood years in Abilene, Kansas. "Duty, Honor, Country: 1911—1935" was the second and spans Eisenhower's life from West Point through his years in the War Department in the early 1930s. The Eisenhower Foundation is very interested to know about your teaching experiences using these materials. Contact information is in the Resources section of these materials.

TEACHING WITH PRIMARY SOURCES:

The use of primary sources as an extraordinary method for learning history is gaining converts with each year. For students, the inclusion of primary source materials in the curriculum is often their first opportunity to discover that history really *is* a fascinating subject! Experts insist that the introduction of primary source materials into the curriculum should begin early, in the elementary grades. Letters, diaries, photographs, oral histories, and artifacts are powerful catalysts for igniting student curiosity about

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the past. At each step along the way, they can't help but begin to formulate the questions that propel them to search for answers which, in turn, lead to even more questions. Students themselves begin to piece together the puzzle of history. By actually "doing history," they are drawn naturally into the process of inquiry, searching, observation, analysis, and interpretation. Primary sources have the power to transport us back in time, to make the people and events live again.

TEACHER PREPARATION:

1. Read as much as you can about the life of Dwight D. Eisenhower during this period and the many aspects of World War II.
2. Ask your school librarian and local historical society to help you put together a collection of resources for a "Learning Center" for this unit. Include historical fiction, nonfiction, reference materials, videos, slides, a vertical file, computer programs, posters, maps, documents, and artifacts.
3. Take the time to become familiar with the materials and try out the activities yourself before using the material with students. Consider introducing "In the High Cause of Human Freedom" by sharing your own experiences and discoveries with the materials.

LEARNING OBJECTIVES:

1. Identify and explain the influences on Dwight D. Eisenhower during this time.
2. Describe the most important challenges and opportunities Eisenhower faced from 1935—1945.
3. Compare your life today with the lives of those who lived through World War II.
4. Relate that "what is history" is an ongoing, ever-changing process.
5. Appreciate the significance of primary sources in the study of history.
6. Demonstrate analytic and interpretative skills by using primary source materials to more fully understand a particular period of history.

NATIONAL STANDARDS FOR HISTORY:

"In the High Cause of Human Freedom: 1935—1945" addresses many of the National Standards for History and is linked to them. A copy may be obtained online at www.dwightdeisenhower.com or by calling or writing the Education Specialist for the Eisenhower Foundation. Kansas teachers may obtain a copy of the unit's links to The Kansas Curricular Standards for History through the same process.

THE EISENHOWER FOUNDATION:

The Eisenhower Foundation is a 501(c)3 public foundation established in 1946 to accept the Eisenhower family home on the death of Mrs. Ida Eisenhower. The Eisenhower Center, the family home and first museum, was founded in 1952 by the Foundation prior to the establishment of the presidential library system in 1954. The mission of the Eisenhower Foundation is to honor Dwight D. Eisenhower, perpetuate his important legacy, encourage and support educational activities relating to citizenship, and support the non-federally funded operation of the Eisenhower Center.

THE EISENHOWER CENTER:

The Dwight D. Eisenhower Library, Museum, Home, Place of Meditation, and Visitors Center make up the Eisenhower Center. The mission of the Eisenhower Center is to acquire, preserve, and disseminate the records and material culture relating to the history of Dwight D. Eisenhower and his times through research, exhibits, public programs, publications, and outreach.

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Acknowledgements

It is always a mixed blessing when a project like this is finally complete. First and foremost, it is a happy occasion and a tremendous relief. Yet, it is always with some degree of reluctance that I must leave behind a subject in which I have invested such effort and affection. To the teachers who use "In the High Cause of Human Freedom: 1935—1945" in their classrooms: I hope that you will find this curriculum to be a useful, interesting, and faithful distillation of the historical record.

As always, the Eisenhower Foundation, its Board of Directors, President, and Executive Director deserve my deepest appreciation. It is only through their continued support for this project and their substantial commitment of resources, that this project goes forward each year. Too, I wish to thank them for the privilege of presenting the Eisenhower legacy to today's students. The Dwight D. Eisenhower that I have come to know was a remarkable human being, worthy of our highest praise, deepest appreciation, and studied emulation.

The Eisenhower Presidential Library and Museum is a national treasure of World War II history. Not only does it contain an exhaustive archive of Dwight D. Eisenhower's wartime records, but it also houses substantial collections of other prominent World War II figures. Here I would like to thank the administrators, staff, and volunteers of this impressive institution. Without their generous assistance and professional guidance, there would be neither an Eisenhower series nor any other education programs or projects.

The State of Kansas and the Dane Hansen Foundation have provided generous funding for the development and distribution of "In the High Cause of Human Freedom: 1935—1945." All who are committed to the invigoration of the legacy of Dwight D. Eisenhower thank them for their continued support.

World War II retains the power to intrigue us still. And, in the inspiring story of Dwight D. Eisenhower's ascent to the highest realms of leadership, we recognize a unique American epic. Eisenhower was a genuine American hero not only because he was an exemplary war leader—which undoubtedly he was—but also because in him we recognize all that is noble in a citizen of a great democracy. For Eisenhower, World War II was not simply a war but a holy crusade "in the high cause of human freedom." It was the cause to which he devoted himself passionately and completely. I cannot help but wonder at all the times he must have struggled with self-doubt and despair; at all the times he must have yearned to escape the constant pressures that bore down on him; at all the times he must have wondered how he would hold all the disparate parts together. And, I marvel that, despite it all, Eisenhower prevailed. The war was a mission that consumed him: one that he never failed to believe that the mighty forces for good would win.

Kim E. Barbieri
Education Specialist
The Eisenhower Foundation

Title: "In the High Cause of Human Freedom" comes from a September 6, 1945, speech by General Dwight D. Eisenhower.

Cover: The cover photograph was taken in North Africa after General Eisenhower earned his fourth star on February 11, 1943.

A CHRONOLOGY:
Eisenhower's Military Career

DATE	PLACE	POSITION	RANK
September 1935— January 1940	The Philippines	Senior Assistant to General Douglas MacArthur, Military Advisor to the Philippine Commonwealth	Lieutenant Colonel July 1, 1936
January 6, 1940— February 2, 1940	Presidio of San Francisco, CA	temporary duty Headquarters, 9th Corps Area	
February 2, 1940— November 30, 1940	Fort Lewis, WA	Executive Officer of the 15th Infantry Regiment of the 3rd Division and Commander of the 1st Battalion of the 15th Regiment	
November 30, 1940— March 19, 1941	Fort Lewis, WA	Chief of Staff to General C. F. Thompson, Commander, 3rd Infantry Division	
March 1941— June 23, 1941	Fort Lewis, WA	Chief of Staff to General Kenyon Joyce, Commander 9th Army Corps	Colonel March 11, 1941
June 24, 1941— December 14, 1941	Fort Sam Houston, TX	Chief of Staff to General Walter Kreuger, Commander 3rd Army	Brigadier General September 29, 1941
December 18, 1941— February 16, 1942	Washington, D.C.	Office of Chief of Staff, Army General Staff	
February 16, 1942— March 1942	Washington, D.C.	Deputy Chief of Staff in charge of Pacific Defenses, Operations Division	Major General March 27, 1942
April 1942— June 1942	Washington, D.C.	Assistant Chief of Staff— Operations Division	
June 1942— November 1942	London and Gibraltar	Commanding General, European Theater	Lieutenant General July 7, 1942

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DATE	PLACE	POSITION	RANK
November 8, 1942— December 1943	Algiers, Algeria	Commander-in-Chief, Allied Forces, North Africa	General February 11, 1943
December 1943— June 1945	SHAEF command centers, Europe	Supreme Commander, Allied Expeditionary Forces	General of the Army December 20, 1944
June 1945— November 19, 1945	Frankfurt, Germany	Commanding General, U.S. Forces European Theater and Military Governor, U.S. Occupied Zone, Germany	

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Name _____
Date _____

EVALUATE A PRIMARY SOURCE

1. Which selection from "In the High Cause of Human Freedom" did you just read? _____
   _____
2. What are two things you learned about life in the United States during this period of history? _____
   _____
   _____
3. What are two things you learned about Dwight D. Eisenhower during this period of his life? _____
   _____
   _____
4. Look at the document you've been given. *What* type of primary source is it?

____ official record	____ photograph/film	____cartoon
____ letter	____ map	____ poster
____ diary/journal	____ artwork	____ sound recording
____ reminiscence	____ advertisement	____ artifact
____ oral history	____ newspaper	____ book

5. Carefully examine the document and describe what you see (dates, stamps, names, notations, numbers, symbols, etc.). _____
   _____
   _____
   _____
6. *Who* created this document? _____
7. *Why* do you think this document was created? _____
   _____
8. For *whom* was this document intended? _____
9. List three things you learned about Dwight D. Eisenhower and this period of history by studying this document.
   a. _____
   b. _____
   c. _____
10. Write three new questions that you now have about Dwight D. Eisenhower and this period of U.S. history.
    a. _____
    b. _____
    c. _____

* This worksheet was modified from the original developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408.

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EVALUATE WEB SITES

Researching web sites is a fun and interesting way to learn more about World War II or any subject. And, the Internet can be a good supplement to traditional sources with a few words of caution. All information should be questioned for authenticity, accuracy, and appropriateness, but for Internet sources, this is especially crucial. When traditional sources of information such as books and articles are published, they must first pass through a series of filters such as collegial review, publishers, and librarians. However, *anyone* can create a web site and publish *anything* on it. With this in mind, explore web sites as a critical consumer of information, armed with a skeptical eye and a questioning mind.

Before investigating the content of a web site, take time to answer questions like these. Who created the site? What qualifications, credentials, or professional affiliations does the author or sponsor present? Is there evidence on the web site that respected professionals or organizations support it?

What is the stated purpose or mission of the site or the organization that it represents? Is a date of publication included? When was the web site updated last? Is there contact information on the site? Is there a privacy policy? Are there any copyright restrictions or use limitations stated on the site? Finally, remember that it is essential to corroborate the content of the web site with information that you have found from other reliable sources.

On a practical note, some web sites have large graphics files that may take a while to load. This is a good time to consider the quality and reliability of the site with the aforementioned questions. Also, many web sites offer a section of Frequently Asked Questions (FAQ's). It is a good idea to read through them before you explore the site further Lastly, *never* give out information about yourself online. If you have a question to post to the web site, ask your teacher to do it for you.

Answer the following questions as you explore a World War II web site.

1. What are the URL and the title of the web site? _____
   _____
2. Who or what organization sponsors this web site? _____
   _____
3. What is the purpose of the web site? _____
   _____
4. What topic(s) on World War II does the web site include? _____
   _____
5. Are primary sources* available on the web site? If so, list which types. _____
   _____
6. What other kinds of information may be found on this web site? (chronologies, timelines, charts, graphs, etc.) _____
   _____

*oral histories, letters, diaries, official documents, photographs, period newspapers, period magazines, period artwork or illustrations, etc.

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WORLD WAR II WEB SITES

1. www.womenofcourage.com	Women of Courage: The Story of the Women Pilots of World War II
2. http://search.gallery.yahoo.com/search/corbis?p=world+war+ii	Yahoo! Picture Gallery of World War II
3. www.usd230.k12.ks.us/PICTT/	World War II Remembered
4. www.private-art.com/	Private Art: A Collection of WW II Letters To and From The Home Front
5. www.clubmobile.org/	Celebrating the Heroic Women of World War II's Clubmobile Service
6. www.iwm.org.uk/online/ardizzone/ardizz.htm	Edward Ardizzone: Diary of a War Artist
7. www.tankbooks.com/	TANKBOOKS.com
8. www.memoriesofwar.com/	Memories of War
9. www.culturalbridge.com/phwwii.htm	Americanitos: Life During the Japanese Occupation of the Philippines
10. www.macksites.com/PART1.htm	Civvy Street in World War II: Tom Fletcher's true story of civilian life in wartime
11. www.ultranet.com/~kmoulton/home.htm	Irving C. Moulton, Jr.'s Experiences in WW II
12. www.execpc.com/~dschaaf/mainmenu.html	Pearl Harbor: Remembered
13. www.cybercreek.com/cybercity/WWIIps/	The World War II Preservation Society
14. www.jacksonville.net/~rgrokett/POW/index.htm	Twelve Hundred Days: Bataan Death March
15. www.pearlharborchild.com/	Pearl Harbor Child Website
16. www.EldredWWIIMuseum.org/essay.html	Eldred WW II Museum Essay Contest
17. http://home.earthlink.net/~nbrass1/enigma.htm	Codebreaking and Secret Weapons in World War II
18. www.bbc.co.uk/history/war/wwtwo/	BBC Online: World War II
19. www.us-israel.org/jsource/Holocaust/us_pol.html	Jewish Virtual Library: U.S. Policy During WW II

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20. www.geocities.com/Pentagon/Quarters/1350/	The Tuskegee Airmen: A Tribute to my Father
21. www.angellpro.com.au/women.htm	Brave Women: The Women's History of the South Pacific
22. http://fcit.coedu.usf.edu/Holocaust/	A Teacher's Guide to the Holocaust
23. www.stg.brown.edu/projects/WWII_Women/tocCS.html	What Did You do In The War Grandma?
24. http://mapww2.narod.ru/	Military Maps of WW II
25. www.us-israel.org/jsource/Holocaust/rescuetoc.html	Jewish Virtual Library: Rescuers
26. www.historyplace.com/worldwar2/holocaust/timeline.html	The History Place: Holocaust Timeline
27. www.holocaust-history.org/	The Holocaust History Project
28. http://fas-history.rutgers.edu/oralhistory/orlhom.htm	The Rutgers Oral History Archives of World War II
29. www.openstore.com/posters/	Index of WW II Posters
30. http://lcweb.loc.gov/exhibits/wcf/wcf0001.html	Women Come to the Front: Journalists, Photographers, and Broadcasters During World War II
31. www.grazian-archive.com/let42feb.htm	War Correspondence of Jill Oppenheim de Grazia and Alfred de Grazia
32. www.nara.gov/exhall/powers/powers.html	Powers of Persuasion: Poster Art From World War II
33. http://library.thinkquest.org/12663/	The Holocaust a Tragic Legacy
34. www.nara.gov/exhall/people/	A People At War
35. http://farragut.virtualave.net/	The German Prisoners of World War 2
36. www. zhukov.org/Barbarossa.htm	Operation Barbarossa
37. http://pratt.edu/~rsilva/index.htm	Soviet Women Pilots
38. www.nara.gov/nara/searchnail.html	NARA Archival Information Locator (click "Standard Search")
39. www.whistlestop.org	Project Whistlestop (Search: World War II)

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Learning Activities

1. View and analyze political cartoons from World War II on web sites, beginning with www.archives.state.al.us/teacher/ww2/lesson1/index.html which includes teacher resources.
   Other sites are:
   http://usd230.k12.ks.us/PICTT/publications/cartoons/cartoons.html
   www.nisk.k12.ny.us/fdr
   http://rutlandhs.k12.vt.us/jpeterso/Szykpage.htm

2. Each military operation of World War II was given a code name. "Operation Overlord," D-Day, is the best known. Consult World War II reference books and the Internet to compile a list of lesser known code names.

3. Calculate the costs of some World War II era items in today's dollars using the Consumer Price Index Conversion Factors found at these two web sites:
   www.orst.edu/Dept/pol_sci/fac/sahr/sahr.htm
   www.cjr.org/resources/inflater.asp

4. Investigate wartime issues of popular magazines like *Life, Time,* and *Ladies Home Journal* to explore American culture at that time.

5. One of the most tragic stories of World War II is the Siege of Leningrad which lasted 900 days. Find out more about how the people endured and how they fought back.
   www.wellcome.ac.uk/en/1/awtpubnwswnoi26res4.html
   www.bbc.co.uk/worldservice/people/features/mycentury/wk03.shtml
   www.sptimesrussia.com/secur1/91/siege.html?698curr

6. During World War II there were POW camps throughout the United States. Check with your local or state historical society to find out if a POW camp was located near your town. Write an article for your school or community newspaper.

7. There are many excellent resources on how students may conduct an effective oral history interview. Learn more about it and interview people in your community who have memories of World War II.

8. There are books and movies about Pvt. Eddie Slovick, the only American soldier executed for desertion during World War II. Learn more about this controversial decision.

9. Navaho code talkers were used very successfully by the United States Marines in World War II. Find out more about their contributions to winning the war.

10. Find out more about the impact of World War II on your community by researching records at your local historical society. View photographs, read oral histories and microfilmed local newspapers, and search for diaries, letters, and journals.

11. Read Dwight D. Eisenhower's Guildhall Address at www.eisenhower.utexas.edu/guild.htm which he delivered in London in June 1945. At the time, it was compared to Lincoln's Gettysburg Address. Compare the speeches and identify similarities and differences.

12. The Holocaust was a horrific event of World War II. Consider reading one of the many fine books on this subjected suggested by the United States Holocaust Memorial Museum's web site at www.ushmm.org/. Click on Museum Shop.

13. Identify character and personality traits that made Dwight D. Eisenhower an outstanding leader in World War II. Use "In the High Cause of Human Freedom," *At Ease: Stories I Tell to Friends* and biographies on Eisenhower. Which three of his character traits do you think were most important?

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Clouds Of War:

"There Was Uneasiness About the Possibility of War"

. . . Military discussions need not, in these days, be prefaced with long and exhaustive arguments to prove a nation's need for defensive strength. World events, daily reported in our newspapers, continue to hammer home the deplorable fact that life, liberty and property are not safe in a defenseless nation when its wealth is coveted by a more powerful neighbor.

—Dwight D. Eisenhower
March 24, 1939

From the scars of the Great War emerged the unfortunate circumstances that would set the stage for yet another world war. Most Americans enjoyed a decade of unprecedented prosperity through the twenties, but, for much of the rest of the world, it was a period characterized by economic hardship and political upheaval. By the early 1930s, America's "good times" had evaporated and her people struggled day to day just to survive the Great Depression. A concern for events beyond their borders was a luxury they could ill afford. The depression, coupled with a still-festering resentment over the tragedy of the First World War, bred a deep isolationist sentiment in the United States. Even as totalitarian* dictators rose to power around the world through the twenties and early thirties, Americans resolved never again to be pulled into a foreign conflict.

After World War I, the United States Senate had voted to decline United States' membership in the newly created League of Nations. Since that time, both a majority of the American public and the United States government had supported the view that the nation should avoid foreign agreements and alliances. They argued that America was strong enough to stand alone; Europe's problems were for Europeans to solve. Following World War I, Japan had begun to amass a large and powerful navy. Alarmed, the United States and Great Britain began to shore up their own naval forces. To slow the rapidly escalating arms race, the United States organized the Washington Naval Conference in the winter of 1921. Agreement among the three nations was reached, and tensions were eased for a time. Soon, however, the parties began to find ways to circumvent the intent of the agreement. In a further effort to prevent war, 64 nations signed the Kellogg-Briand Pact in 1928 which attempted to outlaw war except in cases of self-defense. Because the terms of the treaty could not be enforced, aggressor nations choose to ignore them.

The Treaty of Versailles, which ended World War I, fostered deep resentment in post-war Germany. German leaders had been forced to accept responsibility for the war, to pay $33 billion in reparations, and to relinquish an overseas empire. As a result, Germany had suffered an economic collapse after the war which deepened through the 1920s. Beginning in 1924, the United States government made loans to the German government, easing the war reparations burden. But by the early1930s, the loans stopped as the United States' economy slipped into the Great Depression.

Italians too had suffered from economic devastation and a loss of national pride following the war. Italy was plagued by unemployment, food shortages, a mountain of debt, and frequent labor strikes—some violent—which threatened to bring down its constitutional monarchy. Political extremists emerged, promising solutions to Italy's crippling problems. By the early 1920s, one man in particular captured the hopes and trust of the Italian people—Benito Mussolini.

*A totalitarian dictator exercises absolute control over the lives of the people who exist, from his viewpoint, only to serve the interests of the state.

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By 1922, Mussolini was so powerful that the Italian King was forced to offer him the position of Prime Minister. Within three years, Mussolini had declared himself *Il Duce* (the leader), and he and his new political party, the Fascists, had all of Italy under their control. Mussolini made good on his promise of a new Roman Empire with the invasion of Ethiopia in 1935. Four years later, Italian armies invaded and captured Albania. Life for the Italian people did not improve, and, with the coming of the Great Depression, Italy's economic crisis only intensified.

Adolph Hitler had come to power in Germany in much the same way as did Mussolini. In 1919, he had joined the National Socialist German Workers' Party (Nazis) and quickly assumed the title of *Führer* (the leader). Under his leadership, party membership soared. In the mounting economic and political upheaval of the early 1930s, Hitler seized his opportunity, and the Nazi campaign to take over Germany through elections began. In a futile effort to save his government, President Hindenburg appointed Hitler Chancellor of Germany. Before long, Hitler held total power.

To give the new Germany room to grow and to restore her to former glory, Hitler's armies seized the Rhineland in 1936. In 1938, Germany annexed Austria and threatened the same for the Sudentenland. British Prime Minister Neville Chamberlain and French Premier Edouard Daladier met with Hitler in Munich in September of 1938. They agreed to the annexation if it would preserve the peace, a policy later to be derided as "appeasement." When, on September 1, 1939, Nazi tanks rolled across the border into Poland, Great Britain and France were pledged to come to Poland's aid. Two days later they declared war on Germany.

Elsewhere in Europe there was a growing climate of political and economic crisis. In Spain, a brutal civil war from1936 to 1939 pitted the forces of socialism and totalitarianism against one another, resulting in a totalitarian state led by General Francisco Franco. After a four-year struggle for Soviet leadership, the Soviet Union had come under the control of Joseph Stalin in 1928. Throughout the 1930s, Stalin used the terror of the police state to bring the Soviet Union under his absolute control.

Through the 1920s, Japan's economy had steadily disintegrated. Skyrocketing population growth coupled with rapid urbanization put intense pressure on her economy. Agricultural problems, with roots in the late nineteenth century, forced Japan to import food in order to feed her people. A financial panic in 1927, along with the collapse of the American silk market in 1929, dealt a fatal blow to Japan's economy. High tariffs in the United States and the 1924 Exclusion Act, which stopped Japanese immigration, worsened the situation.

Japan's military had enjoyed a position of increasing power in Japan's government since the late nineteenth century. Together with wealthy landowners and business leaders, they formed Japan's new power elite. When the young Japanese Emperor Hirohito came to the throne in 1926, he was little more than a figurehead surrounded by a group of powerful military and political leaders who held the reins of government.

By 1930, the idea that Japan's economic problems could be remedied only through military conquest was widely accepted by the Japanese people. One year later, Japan invaded Manchuria, a mineral-rich province of China, and set up a puppet government. Japan pushed on into China proper, brutally attacking major Chinese cities in 1937. By 1939, Japan occupied about a fourth of China, including all its seaports.

Although the League of Nations condemned the aggression and ruthlessness of Italy, Germany, and Japan, it had no power to enforce its edicts. Americans were understandably shocked by the news coming from Europe and Asia, but it only served to strengthen their isolationist beliefs. As the world moved ever closer to world war, it appeared that nothing would stand in the way of brutal dictators and their dreams of global domination.

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DWIGHT D. EISENHOWER: 1935—1940
CLOUDS OF WAR

Dwight D. Eisenhower would serve four long years in the Philippines under General Douglas MacArthur, military advisor to the new Philippine government. Ike had not sought this duty and accepted it with some reluctance. The only thing that made it bearable was that his old and dear friend, James "Jimmy" Ord, was going along and they would work together.

On October 26, 1935, after a pleasant twenty-two-day voyage, the *President Harding*, carrying the MacArthur entourage, docked in Manila's harbor. General MacArthur enthusiastically assured President Manuel Quezon that an effective defense plan for the Philippine Islands would be forthcoming. The details would fall to Ike and Jimmy.

In addition to his duties as assistant military advisor to the Philippine government, Ike continued to write MacArthur's speeches, letters, and reports. Because MacArthur thought it beneath him to meet with President Quezon on a regular basis, Ike became an important liaison to the Philippine leader. Nearly nine months after his arrival on July 1, 1936, his twentieth wedding anniversary, Major Eisenhower was automatically promoted—as was the rest of the class of 1915—to lieutenant colonel.

With his characteristic optimism, Ike threw himself into the task of building a Philippine Army. Serious roadblocks began to surface from the very start, but Ike and Jimmy simply went back to the drawing board again and again. President Quezon grew to rely on Ike, setting up a private office for him next to his own in the Malacañan Palace. The two men developed a friendly relationship of mutual respect, exchanging political views and even playing bridge together.

Working for MacArthur grew complicated and more difficult. When confronted by an angry Quezon demanding answers about plans for an ostentatious military parade through Manila, MacArthur denied any knowledge of the plan, shifting the blame to Ike and Jimmy. Ike, furious at the injustice and the insult to his integrity, demanded that he be allowed to return to the United States immediately. MacArthur attempted to smooth things over with a joke, but Ike never again felt the same way about his superior officer. When Jimmy died from injuries he had received in an airplane crash shortly thereafter, Ike was devastated with grief. For the next two years, he poured his mounting frustrations over his job and his boss into his personal diary.

In late June 1938, the Eisenhowers returned to the United States for three months. It was a welcome respite for Ike. There would be some family and vacation time, but the primary purpose of the trip was to secure used military equipment for the fledgling Philippine Army. When he had no luck dealing with the lower echelons of the War Department, Ike went directly to the Army Chief of Staff, convincing him that the Philippines were vital to U.S. interests. Ike returned to the Philippines with some "obsolete but useful equipment" and several new airplanes purchased at Stearman (now Beechcraft) in Wichita, Kansas.

Although his years in the Philippines were difficult and appeared pointless at the time, Ike's experiences there further prepared him for what lay ahead. He honed his leadership skills by developing, coordinating, and executing military plans on a national scale. Working closely with President Quezon and the Philippine legislature, he refined already considerable political and diplomatic skills. As he had in France, Ike absorbed an intimate knowledge of every aspect of the geography and culture of the Philippines.

Even though he felt isolated in the Philippines, Ike followed current events through radio broadcasts, cables, and army intelligence. In his diary, he condemned Nazi aggression and Hitler's persecution of the Jews. When Great Britain and France finally declared war on Germany on September 3, 1939, he knew that it was only a

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matter of time before the United States would be at war. But not even Dwight Eisenhower dreamed that war would begin in the Pacific.

Eisenhower had friends in the Jewish community in the Philippines. He was flattered, and tempted, when they offered him a job, at a salary of $60,000 a year, locating Asian countries willing to take in European Jewish refugees. After much consideration, he felt he had no choice but to decline. A war was coming, and he had been a soldier for a quarter of a century.

On May 24, 1939, Ike's orders came through; he was going home at last! At the time, he had no way of knowing that this tour of duty that he had disliked so much had placed him in exactly the right place and at precisely the right time in history.

When Ike had left for the Philippines in the autumn of 1935, the Eisenhower family would be separated for a year. Mamie had insisted that she and John stay behind so he could finish his last year at John Quincy Adams School in Washington, D.C. When Ike greeted his family at the pier in Manila one year later, Mamie was shocked that her husband had completed shaved his head. She openly expressed her displeasure, but Ike insisted that it kept him cooler in the oppressively hot and humid climate.

Mamie had another surprise in store. For the past year, Ike had been taking flying lessons early in the morning before leaving for work. He loved flying—struggling to master snap rolls and loops. His instructor judged Ike's flying as "fair," explaining it was not as smooth as he would like. It was a proud moment for Ike, however, when he was awarded his pilot's license after two and one-half years of lessons and logging 350 flight hours.

The Eisenhower apartment at the Manila Hotel was spacious with spectacular views from every window. But it was not air-conditioned, and mosquitoes, red ants, and cockroaches were constant, unwelcome visitors. Mamie hated them and everything else about living in the tropics. When the six-month rainy season began the first of June, Mamie rarely left their apartment until it ended.

John was enrolled at the Brent School, high in the mountains at Baguio on the island of Luzon. Classes were very small—five or six students— and John felt at home in the warm and friendly atmosphere. Because of the remoteness of Baguio, he saw his parents—especially his father—only during school vacations. When John was home, Ike got away as often as he could and took his son on short airplane trips to the various Philippine islands.

The Eisenhowers were a popular couple in Manila and were invited to a steady stream of social events. Ike found them exhausting, but his position and good manners made it impossible to avoid them. Events at the Army-Navy Club only added to a busy schedule for Ike and Mamie.

The stress of his job caught up with Ike, and he was hospitalized a number of times with ileitis, a partial stoppage of the intestines. Despite his misgivings about his job—especially in the last two years—Ike still felt immense loyalty to his chosen profession. When John shared his intentions of applying for West Point, his father carefully pointed out the realities of a military career. However, working with "honorable and dedicated" men and doing the best job he could do had more than made up for the shortfalls, he explained.

As they prepared to return to the United States, both Ike and Mamie were jubilant; John was not because he liked his school so much. The Eisenhowers departed Manila in mid-December 1939. As they welcomed in the new decade in San Francisco, Ike Eisenhower was a 49-year-old, anonymous lieutenant colonel in the United States Army. Europe was already at war, fulfilling Fox Conner's prediction of nearly twenty years before. What it would all mean to Ike was yet to unfold. He knew just one thing: he *must* be assigned to troops.

Recommended Readings from *At Ease: Stories I Tell to Friends*: 218-232.

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The Manila Hotel, 1929

Photograph #67-64-1

Photograph courtesy Eisenhower Library

Home to the Eisenhower Family, 1935-1939

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Letter from Dwight D. Eisenhower, November 12, 1937
to the Douds, Mamie's parents

1 Calle Victoria, Manila, P. I.
November 12, 1937

Dear Mother and Dad:

First of all many thanks for the birthday shirts and ties—all of which are surely appreciated. I don't know where you find such good looking things, for when I go out to shop everything they show me looks like the end of a hard day's work. Yesterday morning I started out to find something for Mamie's anniversary and I looked and looked and looked. Johnny has a slick scheme —the little sinner!! He just sent me two pesos out of his allowance and writes "Please buy Mamie a present from me." Well, our only good department store was put out of commission in the earthquake a few months back, and I didn't know where to go for my buying. Finally, almost in desperation, I got into a "cosmetic" shop. Bought some "Elizabeth Arden" soap and dusting powder (assured by the sales lady that this is really katish!!) and had it done up in a fancy package. Then I went to a flower shop and ordered a big basket of Mamie's favorites for early morning of the 14th, and a corsage to be sent her in the evening to wear to a party in her honor. This last may have been a mistake in one way. I notice that when I do <u>not</u> send flowers for her to wear to a party she makes some crack about other men being thoughtful, but when I do, than she always fumes about tearing her new dress with pins. Ho, hum, women always were funny. However, in this case I got some Walling-Walling orchids. They are quite unique, at least here, and I wish I could draw a sketch of them for you. They are reddish-brown and tan, very regular in shape and about two inches across. Just now they are one peso per bloom and, in my opinion, very beautiful.

Johnny has again got off to a flying start at school with an A-minus average for the first month and a class standing of number 1 out of 13. One reason he does so well is because he likes the place so much.

Our nicest season is just beginning—and for the next couple of months we'll have very pleasant weather—we hope. After that we <u>know</u> it will be <u>hot</u>!!

I've been ailing a bit lately, and am getting a going over at the hospital. While I've been in far better health here than in Washington, I simply cannot get completely squared away toward feeling really good.

I suppose that, as usual, Mamie will get off a letter on the clipper due to leave tomorrow, so you'll wonder what on earth this second one is about. But then you'll find that I just want to thank you for your thoughtfulness and give expression to my constant amazement over your unexcelled taste in haberdashery. Also I want to send you my love and best wishes.

I've written this all in longhand; now I'll get it typed on thin paper, and, when I come back from some necessary errands, probably add a note before mailing.

Here I am, once more — and it's been a busy morning. I wrote the above at 7:45 a.m., while the office was still deserted, so as to get myself. I noticed, in making it out, that the clock could make it move by my watch, but then and there had to make a long, and sometimes incorrect, journey. We had a small but quite violent

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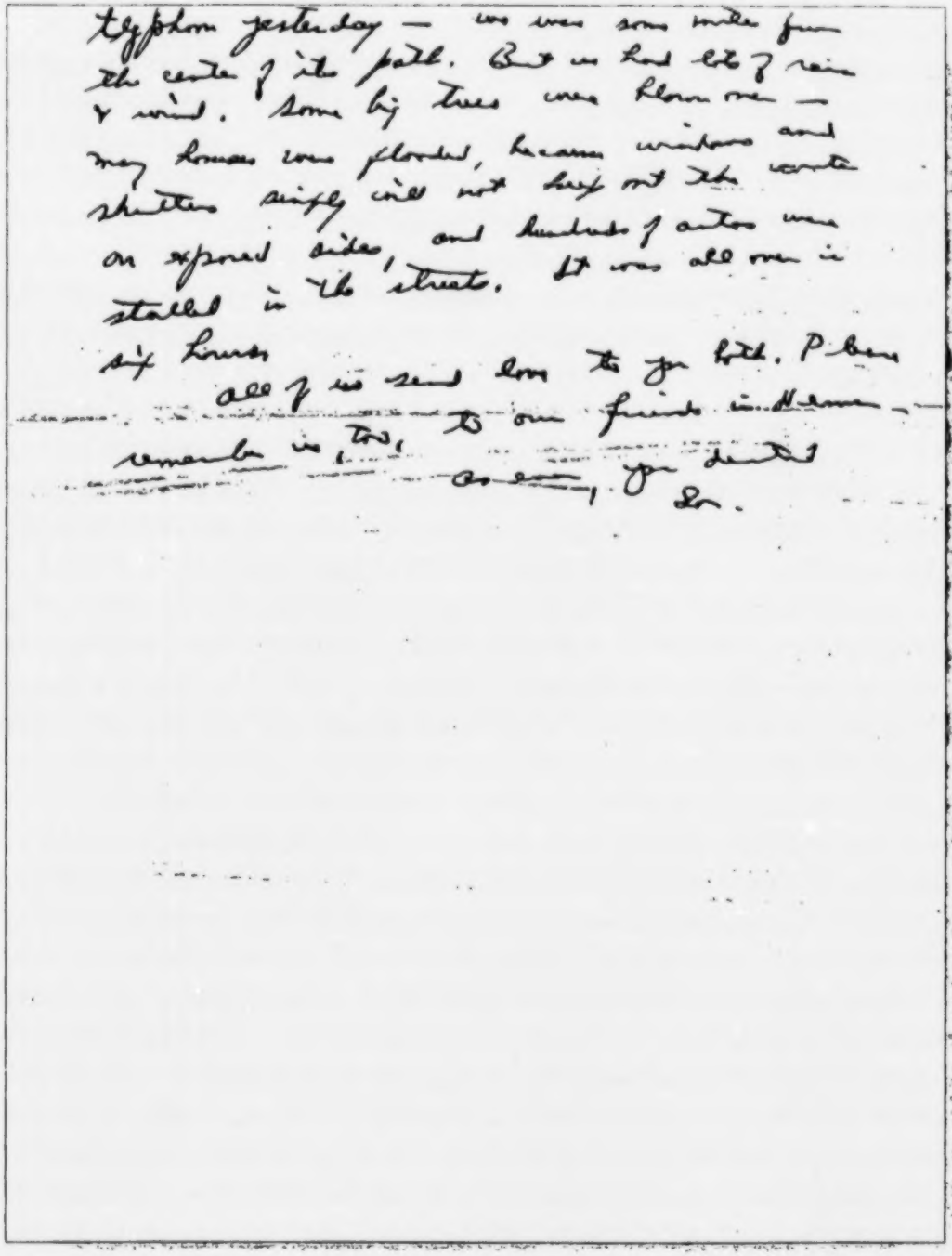

typhoon yesterday — we were some miles from the center of its path. But we had 60 ? rain & wind. Some big trees were blown over — many houses were flooded, became windows and shutters simply will not keep out the water on exposed sides, and hundreds of autos were stalled in the streets. It was all over in six hours

All of us send love to you both. P. bears remarks in two, as ever, you devoted Son.

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Dwight D. Eisenhower's Diary, September 3, 1939

Sept.3,1939.

This evening we have been listening to broadcasts of Chamberlains sppech stating that Great Britain was at war with Germany. After months and months of feverish effort to appease and placate the madman that is governing Germany the British and French seem to be driven into a corner out of which they can work their way only by fighting. It's a sad day for Europe and for the whole civilized world--though for a long time it has seemed ridiculous to refer to the world as civilized. If the war, which now seems to be upon us, is as long drawn out and disastrous, as bloody and as costly as was the so-called World War, then I believe that the remnants of nations emerging from it will [redacted] be scarcely recognizable as the ones that entered it. Communism and anarchy are apt to spread rapidly,while crime and disorder, loss of personal liberties, and abject poverty will curse the areas that [redacted] witness any amount of fighting. It doesn't seem possible that people that proudly refer to themselves as intelligeht could let the situation come about. Hundreds of millions will suffer privations and starvation, [redacted] millions will be killed and wounded because one man so wills it. He is a power-drunk egocentric, but even so he would still not do this if he [redacted] were sane. He is one of the criminally insane, but unfortunately he is [redacted] absolute ruler of 89,000,000 people. And by his personal magnetism, which he must have, he has converted a [redacted] large proportion of those millions to his insane schemes and to blind acceptance of his leadership. Unless he is successful in overcoming the whole world by brute force the final result will be that Gernany will have to be dismembered and destroyed.

I have had some degree of admiration for Mussoline, none,ever, for Hitler. The former has made some tragic,stupid, mistakes. ut he at least has seemed able as an administrator, and for a distator, has abstained from the use of the "blood purge" in maintaining himself in power. Hitler's record with the Jews, his rape of Austria, of the Czechs, the Slovaks and now the Poles is as black as that of any barbarian of the Dark Ages.

A big question of the moment is,"What will Italy do?" Personally, I'm going out on a limb and answer that Mussolini will not go into the war on the dide of Germany. One big reason for this conclusion that the Italian is smart enough to know what would happen to him after a victory by Hitler and his allies. They'd all take orders from the maniac.....no master of Eurpoe can have an equal partner. If Mussoline does not fight with Hitler, what will he do? The answer to that is,"For the present,nothing." My guess,and god knows I do not ,ose as one of these all-seeing persons that utter prophecies with the confidence of a new DelphicOracle, is that the Duce will hang back as long as he can, preferably until both sides are near exhaustion....then attempt to use his own forces to settle the outcome and, if possible, make himself the strong man of Europe.

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Application for Pilot's License, July 1, 1939

A. D. Form 3
Revised June, 1938

COMMONWEALTH OF THE PHILIPPINES
DEPARTMENT OF PUBLIC WORKS AND COMMUNICATIONS
AERONAUTICS DIVISION
MANILA

Application Number

License Number

APPLICATION FOR PILOT'S LICENSE

To the Secretary of Public Works and Communications:

Application is hereby made for a Private *(Transport, limited commercial, private, sole or student)* ***PILOT'S LICENSE,***

1. *Name* Dwight D. Eisenhower *(Print or type)*
2. *Permanent address* Manila *(Street)* Manila *(Post office)* 22582 *(Telephone)*
3. *Place of birth* Texas *(Province)* Texas
4. *Date of birth* Oct. 14, 1890 *Age last birthday* 48
5. *Description of applicant:*
   Weight 173 *Height* 70" *Color hair* Gray-brown *Color eyes* blue
6. *Citizenship* American *Race* White
   If alien, what country? .....
7. *If alien, and only declaration of intention to become a citizen of the Philippines has been filed, state the following:*
   (a) *Serial number of declaration* ..... *Date of filing* .....
   (b) *City and court in which filed* .....
8. *Have you previously applied for any class of pilot's license?* No
   If so, list the following information:
   (a) *Class of license* .....
   (b) *Were you approved or disapproved?* .....
   (c) *Date examined* .....
   (d) *Place of examination* .....
   (NOTE.—If examined more than once, answer for last examination only)
9. *Do you now hold any class of Pilot's License issued by the Department of Public Works and Communications?* No
   If so state class and number .....
10. *Have you ever held a Student-Pilot's Permit?* No *If so, state number* .....
11. *If application is for a Limited Commercial Pilot's License, name:*
    (a) *Airport or field from which you will operate as base* .....
    (b) *Address of base* .....
12. *If application is for a Student Pilot's License Permit, name:*
    (a) *School* ..... *Address* .....
    (b) *Airport or field* ..... *Address* .....
    (c) *Name of instructor* .....
13. *Date of last physical examination* July 1, 1939
14. *Residence during past five years* Manila, P.I. since Oct. 1935. Baguio, Oct. 1934, Washington, D.C.
15. *Place most convenient for applicant to take the required pilot's examination and flight test:*
    (a) *Airport or field* Landing Field, Nichols Field
    (b) *Address* Nichols Field
16. *Address to which Department of Public Works and Communications inspector can MAIL, TELEGRAPH, or TELEPHONE applicant notice of time and place of examination:*
    Manila *(Street)* Manila *(City or town)*
    ..... *(Province)* 22582 *(Telephone)*

Approved

Disapproved

Recommended for

Rate (as of the month) awarded

Date

Inspector

NOTE.—Failure to respond to such notice is ground for cancellation of application and letter of authority.

Application must be notarized, accompanied by two identical photographs showing head and shoulders only, 1½ × 1½ inches in size. Unless all questions are answered, it will be necessary to return the application. A fee is not required. In event applicant's address is changed, this Office should be notified immediately.

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17. Education including courses: High School & College. Regular course at U.S.M.A. - West Point, N.Y.

18. Experience as pilot:

(a) Name flying fields where you received instructions and their locations: Taylor Field, Camp Murphy, Fla.

(b) Name instructors and give dates: Capt. Frank Lewis, Chief Instructor, Camp Murphy, Fla. U.S.A. - Lt. Francis M. Hill, P.C. Instructor, Taylor Field, from Jan 1, 1937.

(c) Solo hours in last 60 days ..... Name fields and give dates: Taylor Field.

(d) Solo hours in last year ..... Name fields and give dates, omitting those listed above .....

(e) Total solo hours ..... Name fields and give dates, omitting those listed above .....

(f) Name types of airplane flown and hours in each: P.O. any Primary Trainer. (Stearman)

(g) Night flying experience: None at night as Observer.

19. Experience and training on aircraft engines, giving types with which familiar and length of experience on each: General knowledge only.

20. Experience as to airplane structure and rigging, giving types with which familiar and length of experience on each

21. Have you read the P. I. Air Commerce Regulations? Yes

22. AFFIDAVIT:

I hereby swear that the statements contained in this application are true.

Dated this 13 day of July, 1937, at ..... (Town) P.I. (Province)

Cedula Number ..... issued at ..... on .....

Affix a 2c centavo Documentary tax Stamp

..... (Signature)

Subscribed and sworn to before me this ..... day of ....., 193...

My commission expires ....., 193... ..... Notary Public

DIRECTIONS

1. Application for only one class of license should be made.
2. The physical examination must be taken before an authorized medical examiner of the Department of Public Works and Communications. No action will be taken on this application until the report of physical examination has been received.
3. The applicant will be notified of the time and place of the holding of the required examinations and tests. He must furnish the airplane for the tests involved.
4. In answering question 18, give only your experience as pilot; that is, as the sole operator of the controls and in command of aircraft in flight.

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Distinguished Service Star Award, December 12, 1939

December 12, 1939

GENERAL ORDER)
:
No. 10)

AWARDING TO LIEUTENANT-COLONEL DWIGHT D. EISENHOWER, UNITED STATES ARMY, THE DISTINGUISHED SERVICE STAR OF THE PHILIPPINES

For services of extraordinary value to the Commonwealth of the Philippines in a position of major responsibility, THE DISTINGUISHED SERVICE STAR of the Philippines is hereby awarded to Lieutenant-Colonel Dwight D. Eisenhower, United States Army. As the Senior Assistant of the Military Adviser from the inauguration of the Commonwealth to the present time, Colonel Eisenhower has continuously devoted his exceptional talents to the development of adequate security forces for the Philippines. Through his professional attainments, his breadth of understanding, his zeal and his magnetic leadership he has been responsible for notable progress in the Philippine Army. Through his outstanding achievements, in the service of the Philippine Government, he has increased the brilliance of his already enviable military reputation, and has earned the gratitude and esteem of the Filipino people.

(SGD.) MANUEL L. QUEZON
President of the Philippines

By the President:

JORGE B. VARGAS
Secretary to the President

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A World At War:

"I Belonged With Troops; With Them I Was Always Happy"

. . . On the afternoon of December 7 at Fort Sam Houston, Texas, tired out from the long and exhausting staff work of the maneuvers and their aftermath, I went to bed with orders that under no circumstances was I to be disturbed. My dreams were of a two weeks' leave . . . . But even dreams like these—and my strict orders—could be shattered with impunity by the aide who brought the news that we were at war.

—Dwight D. Eisenhower

World War II profoundly impacted the lives of an entire generation of Americans and set the course of the nation for the second half of the twentieth century. When, in the early autumn of 1939, Great Britain and France went to war with Germany, Americans were deeply divided over whether or not the United States should be involved. The events of the next two years steadily built support among the American people for the Allied cause. President Roosevelt skillfully gauged that support and gradually brought the nation closer to entering the war. It would be more than two years, however, before America would enter the conflict, an action precipitated by events half a world away from the war in Europe.

Following Great Britain's and France's declarations of war on September 3, 1939, the Nazi blitzkrieg crossed the Polish border. President Roosevelt continued to assure the nation that American boys would not be sent to war. The Neutrality Act of 1939 authorized the United States to sell munitions to warring nations on a "cash and carry" basis, ultimately aiding Britain. By the summer of 1940, Roosevelt was convinced that the United States had no choice but to prepare for the inevitable war. Congress complied with more than $7 billion to modernize an outdated military.

After the invasion of Poland, the Nazi advance had paused long enough that people began to call it a "phony" war or a "sitzkrieg." Without warning, the German war machine struck again in April 1940 with the invasion of Denmark and Norway. In May, the low countries—the Netherlands, Belgium, and Luxembourg—were crushed. Next, German forces pivoted across northern France to cut off 338,000 Allied troops at Dunkirk. Only a heroic, cross-channel rescue saved them from certain annihilation.

In the meantime, Britain's Prime Minister, Neville Chamberlain, was forced to resign, and Winston Churchill, a vocal critic of the policy of appeasement, formed a new government. Churchill stirred the souls of his countrymen with the declaration "We shall never surrender!" It was early June 1940, and, on the Continent, France now faced Hitler alone.

On June 10, Mussolini declared war on France and Britain, invading southern France. Four days later, German troops marched unopposed into Paris. France was divided in two with Nazi Occupiers centered in Paris. Vichy France, in the south, was headed by French military leaders who had collaborated with Hitler and Mussolini. The Free French—headed by Charles de Gaulle—set up headquarters-in-exile in London. Within France, as in other Nazi-occupied nations of Europe, an underground resistance movement quickly took shape, working to undermine the German occupation.

In order to weaken and then invade the British Isles, Hitler ordered bombing raids on Britain in the summer of 1940. Between August and November, the bombing was so heavy that the period became known as the "Battle of Britain." London was bombed continuously from September through October, 1940. As the election of 1940 saw

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Roosevelt campaign for an unprecedented third term, Americans were riveted to nightly radio broadcasts of the bombing from London. As he pledged to keep the nation out of war, Roosevelt was under intense pressure from Churchill to help the British.

Throughout 1940, Britain bought supplies under the "cash and carry" agreement until the British coffers were nearly depleted. Roosevelt urged that the United States must step in to aid Britain further. Congress responded with the Lend-Lease Act. To ensure the safety of British freighters carrying Lend-Lease supplies, American warships began to accompany them as far as Iceland.

In August 1941, Roosevelt and Churchill met off the coast of Newfoundland and drew up the Atlantic Charter, outlining their common principles and objectives regarding the war. By autumn, the United States Navy was waging an undeclared war on German submarines. In September and October, German submarines attacked two American destroyers, resulting in the loss of American life.

Roosevelt's policies intensified the national debate over isolationism. The Committee to Defend America by Aiding the Allies worked to convince Americans that it was in the national interest to support the Allies. The America First Committee countered that isolationism, even at the cost of a Nazi victory in Europe, was in the nation's best interest. Citizens on both sides expressed their opinions with bumper stickers and wore pins that read "America First" or "Bundles for Britain."

Meanwhile, Germany was in the position of controlling nearly all of western Europe by the fall of 1940. In September of that year, Japan joined the Rome-Berlin Axis. By the spring of 1941, Rumania, Bulgaria, and Hungary were brought under German control. Next to fall were Yugoslavia, Greece, and Crete. That summer Italian and German forces fought the British for control of Libya.

Despite a mutual non-aggression agreement between the two nations, Hitler's armies crossed the border into the Soviet Union on June 22, 1941. The Russians were driven back, as both Moscow and Leningrad came under siege. The Germans had expected a swift victory, but the Russians, destroying everything in the path of their retreat, fought back valiantly. A bitter winter and the Russian counterattack forced the Germans to begin a retreat as 1941 came to a close.

As the war in Europe unfolded, the United States and Japan experienced escalating tensions. Because of continued aggression in Asia, by mid-1940, the United States had placed an embargo on sales of scrap metal, oil, and aviation fuel to Japan. When Japan then attacked Indochina, the United States froze Japanese assets and cut off all trade to Japan. Relations between the two nations continued to disintegrate through 1941. Late in 1941, even as the Japanese were making final plans for the surprise attack on the American military base at Pearl Harbor, Hawaii, they sent a special envoy to Washington for peace talks with the United States government.

When Japan finally made the decision to expand its Pacific empire into the Dutch East Indies and French Indochina, it was essential to prevent an immediate military response from the United States. Japanese leaders determined that they had no choice but to destroy the American Pacific fleet. Early on Sunday morning, December 7, 1941, while many at Pearl Harbor were still asleep, the Empire of Japan struck. When the attack was over, the American fleet had been dealt a crippling blow and more than 2300 American sailors and soldiers were dead. The next day President Roosevelt addressed a stunned nation, condemning the attack as "a day which will live in infamy." Congress declared war on Japan on December 8 and Britain followed suit. On December 11, after Germany and Italy declared war on the United States, Congress responded by declaring war on both nations. The American people were finally committed to the war as they swore to avenge Pearl Harbor.

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DWIGHT D. EISENHOWER: 1940—1941
A WORLD AT WAR

The period 1940-1941 would prove one of the happiest of Eisenhower's career to that point. Following a brief assignment to Fort Ord, California, he would assume his new assignment leading troops at Fort Lewis, Washington. War games in the summer of 1941 would place him in the national spotlight as an officer to watch as the nation inched ever closer to war. In a matter of a few months, the country would indeed go to war, and soon-to-be Brigadier General Dwight D. Eisenhower was a name on the army's short list of its most gifted officers.

No sooner had the Eisenhowers arrived in San Francisco in January 1940 than Ike's orders were changed temporarily. During maneuvers south of the city, for the second time in his career, he came face-to-face with George C. Marshall. The encounter was a cordial one; General Marshall inquired about Ike's recent service in the Philippines where Marshall himself had been stationed early in his army career.

Ike's new assignment at Fort Lewis fulfilled his deep desire for duty with troops. In the summer of 1940, his mission was to train troops for combat in the rough "cut-over" timberland of Washington State. At the end of each day, Ike was exhausted but happy and satisfied; nothing dampened his enthusiasm when he was in the field with his men. At age 49, Lt. Col. Eisenhower was physically fit and looked much younger than his years. Radiating energy and confidence, he was at the top of his professional game, and it showed. He was having the time of his life!

That fall, Ike received a letter from his old friend George Patton explaining that new armored divisions were being organized. Would Ike like to serve under him as a regimental commander? Eisenhower could hardly contain his excitement—he *would* see action in this war after all! Just as quickly, his emotions plummeted when he received a telegram from another old friend and colleague, Leonard "Gee" Gerow. Gee asked Ike to come to Washington to join him in the War Department. With all the composure he could muster, Ike replied to his friend, leaving no doubt about his true wishes. In the end, however, he assured Gee that, as always, he would follow orders.

In the meantime, General C. F. Thompson, commander of the 3rd Division, had pulled strings to ensure that the very capable Lt. Col. Eisenhower would be his new Chief of Staff. On November 30, 1940, less than a year after leaving the Philippines, Ike's active service with troops came to an end.

In March of 1941, Ike was promoted to temporary colonel and became Chief of Staff to General Kenyon Joyce, Commander of the 9th Army Corps. "Colonel" Eisenhower was ecstatic about his most recent promotion and mildly annoyed when his fellow officers teased that it would not be long before they would be calling him "general."

In June that year, Ike received new orders that transferred him to the headquarters of the Third Army, Fort Sam Houston, Texas. Here he would serve as General Walter Krueger's Deputy Chief of Staff. In early August, Colonel Eisenhower assumed the duties of Chief of Staff.

Leadership traits that would forever after be associated with the future General of the Army Dwight D. Eisenhower were evident at this time. Ike nurtured good morale among his men; he mingled with them, listened carefully, and asked questions. They had no doubts he was sincerely concerned about their welfare. On the other hand, they *never* mistook him for a buddy. Ike was extremely demanding of his men and even more so of himself. Competence in combat would mean the difference between life or death. He had no use for a soldier, especially an officer, who did not give his all. They were preparing for war, and the nation deserved their very best.

By the time of the Louisiana Maneuvers in August and September 1941, the United States Army had mushroomed to 1.5 million men. Facing rugged terrain, mud, heat and humidity in rural Louisiana, General Krueger's Third Army struggled against General Ben Lear's Second Army in mock

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fighting. In the end, the Third Army trounced the Second. Ike was in the thick of it, drawing up battle plans and commanding his troops. For the first time, the media recognized star quality in an obscure colonel named Eisenhower, giving him much of the credit for the Third Army's victory. Ike was embarrassed and deflected the attention to General Kreuger, who recommended that Eisenhower receive his first star and, in case of war, be put in command of a division.

On Sunday, December 7, 1941, Brigadier General Eisenhower had gone to the office to catch up on the never-ending paperwork. Exhausted, he returned home and settled into a much-deserved afternoon nap with orders that he not be disturbed. A short time later, however, he was awakened with the news that Pearl Harbor had been attacked. The war, so long anticipated, was finally at America's doorstep.

The Eisenhowers' family life during the period 1940-1941, was hectic but happy. When they had returned to the United States in early 1940, they were eager to catch up on all that had gone on in their absence. John had already enrolled for his last semester at Stadium High School in Tacoma, Washington, when Ike's orders were changed to keep him in California for a time. Ike and Mamie decided it was best to send John on to Washington to live with Ike's brother Edgar and his daughter Janice.

During their time together, John and his uncle became very close. Ed treated John like an adult, especially during their lively after-supper discussions of politics and the subject of John's future. Ed* was a wealthy man and went so far as to promise to pay for John's education if he would to go to law school. After graduation, he could join Ed's law firm. However, to Ike's great delight, John decided that he would follow in his father's footsteps.

* Ed, a political conservative, argued that Roosevelt's domestic policies were leading the country down the road to communism and ruin. He insisted that FDR's assistance to Great Britain would pull the United States into certain war. That one brother was a career army officer and another (Milton) had been a Washington bureaucrat for twenty years was a source of chronic aggravation for Ed.

In the summer of 1940, as Ike trained troops in the field at Fort Lewis, John was enrolled in a West Point "cram" school in Washington, D.C. John was officially a Kansas resident and, in October, he took Kansas Senator Capper's West Point exam. He scored first, thus receiving the appointment. After a semester at the preparatory school in Washington, John felt he was ready for the West Point validating exam, which he completed in March. On July 1, 1941, John arrived at West Point, thirty years after his father had.

When Ike had been contacted by Gee Gerow in the fall of 1940, Mamie had secretly hoped that her husband would accept the position; she loved living in Washington, D.C. Fort Lewis was an isolated post, and Mamie preferred city life. One compensation for Mamie was the new family quarters, a large and comfortable house. Whenever Ike had a free Sunday, he drove to Tacoma to play golf with Edgar. As in other arenas, their sibling rivalry extended to the golf course where Ed consistently outplayed his younger brother.

It was the Eisenhowers' twenty-fifth wedding anniversary when, on July 1, 1941, they returned to Fort Sam Houston. Here they had met in 1915, and their married life had begun. Mamie was thrilled with the move. Their housing, however, was a disappointment after the fine home in Fort Lewis. But, when Ike received his first star, the Eisenhowers moved into the house of their dreams, a stately, fourteen-room home on Artillery Road. At the end of the day, Ike would enter the grand foyer, set down his briefcase, throw open his arms, and announce to Mamie that he was home with the exclamation, "Isn't it wonderful!" After all the years of hard work, Ike felt that he had indeed "arrived."

Recommended Readings from At Ease: *Stories I Tell to Friends*: 235-245.

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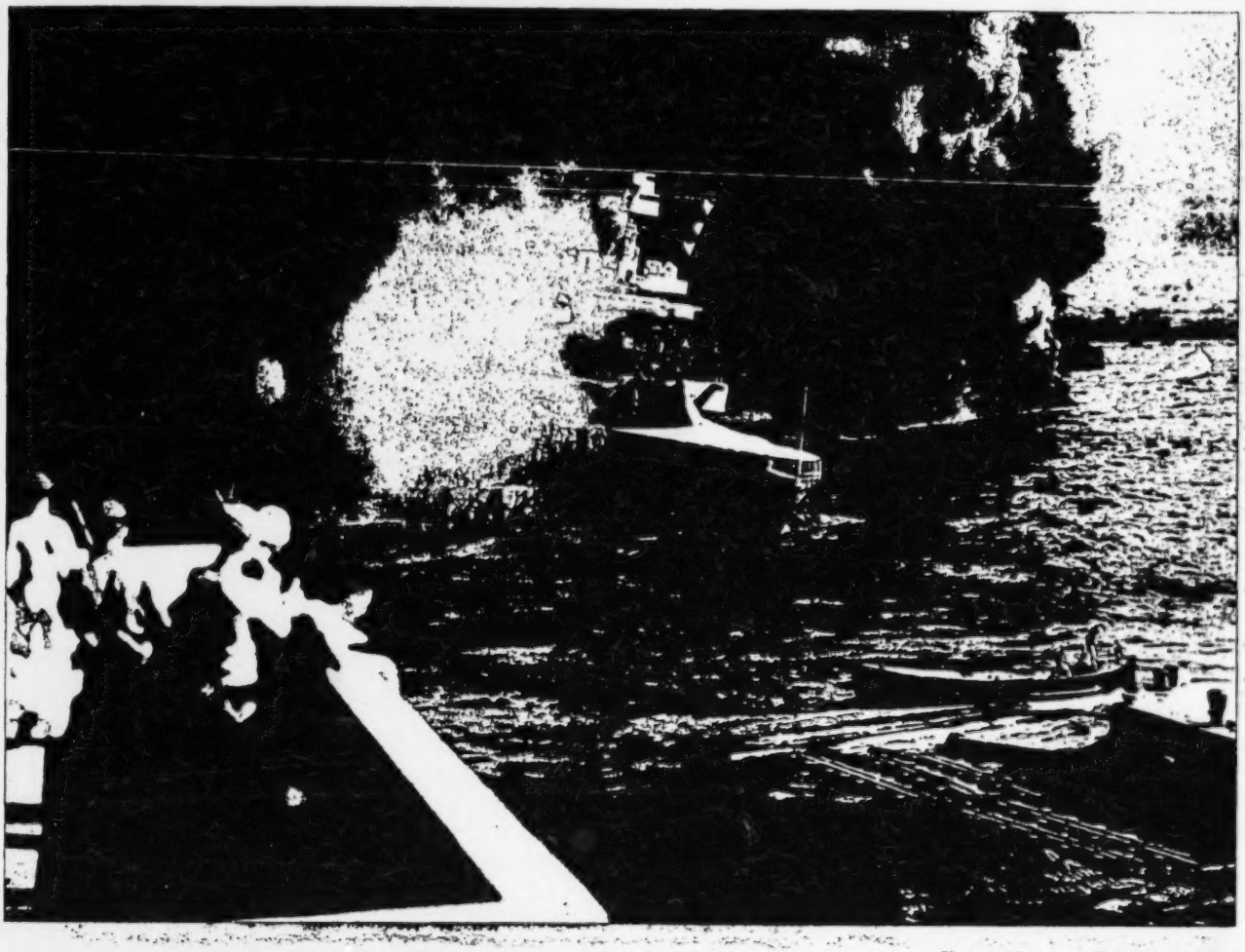
Pearl Harbor, December 7, 1941

Photograph #66-459



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American Battleship

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Letter from Dwight D. Eisenhower, October 11, 1941
to Swede Hazlett

October 11, 1941

congrats

Dear Swede:

Of all the things that have happened to me incidental to my promotion, none has been nicer that the receipt of your very fine letter. I truly appreciate it.

I am happy to know that in spite of the affliction of a defective "pump" you are engaged in work that is not only necessary, but which is an integral part of our effort to re-arm. While it is naturally a disappointment to you that you cannot be taking part in the more strenuous phases of naval activity, it must be a source of great satisfaction to know that you are doing something well that must be done. In the Army our biggest job is the production of young leaders. To it we give more concern than to any other single thing. Anyone who has studied this defense problem seriously will readily see that your job is one of vital, even if indirectly important, to final solution. On top of all this, you must be developing into a bang-up "prof" when they have already made you the Executive of the department.

Both last summer and this I made very short visits to Abilene. My Father and Mother are both still living there, although both are getting feeble. During each visit, I have had a chance to call on most of our old friends, notably Mr. Harger, Charlie Case, Art Hart, Reynold Roger, the Sterl Brothers and Henry Giles. I mustn't forget Joner Calahan. All of them seem to be going their accustomed ways with very little noticeable change either in themselves or in the town.

I will not worry you with a recital of the many various details since I last saw you. However, shortly after coming back from the Philippines, I was again placed on staff duty, and at present am Chief of Staff, Third Army. I scarcely need say that I am kept busy.

My son, John, entered West Point this summer. I think that his deeper affections really attracted him toward Anapolis, but some years ago we discovered in him a slight color confusion with respect to the fainter shades; enough so that we were told he could not meet the Naval Academy requirements in this respect. For some years, his O.A.O. has been a young Navy gal named Nanny

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Sabalot. One of his final acts before entering the Point was to go through Washington to see hereonce more. He is 6' 1", weighs only about 145, and is blond, gangly and awkward. When he fills out he ought to be quite a boy. So far, he is apparently doing well enough in his studies, but is having a terrific time with demerits.

You are quite right in your thought that you are responsible for my being in the Military Service. As you well know, it was only through you that I ever heard of the Government Academies. To the fact that you were well acquainted with the methods for entering the Academies and my good fortune that you were my friend, I owe a lifetime of real enjoyment and interesting work. Incidentally, every time I go home I remind all and sundry of this.

Mamie and I send our very best to you both. I will try to do my part in seeing that our correspondence is not interupted by another three year lapse.

As ever

Commander E. E. Haslett
U. S. Naval Academy
Annapolis, Maryland

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Letter from Dwight D. Eisenhower, March 30, 1942
to Edgar Newton Eisenhower

March 30, 1942.

Dear Edgar:

Thank you very much for your letter of the 24th and for the clipping you inclosed with it.

Naturally I very bitterly regretted my inability to get home for the funeral but conditions here did not permit me to leave. I am glad that you stayed as long as possible so as to gain some idea of what mother should like to do.

Within a day or so we are moving to Fort Myer, Virginia to live, which is just across the river from Washington. Please address any future mail here to Fort Myer or to me here in the War Department.

Our new quarters will be rather large and Mamie has already sent mother an invitation to spend as much of the spring and summer back here as she might desire. Our house is only three or four miles from Milton's and we thought she might like to come back for that reason. Of course, we would be delighted to have her and if she shows any interest in the matter at all I will send her the ticket.

You are no more anxious than I am to get this war over with. The difficulty is that there are so many things that we didn't do in the past twenty years that their accomplishment now is a matter of weeks and months. It cannot be done in a minute. There is no use going back over past history either to regret or to condemn; although I was one of those that for the past two years has preached preparedness and tried to point out the deadly peril into which the United States was drifting. I don't see any point now in telling anyone else that he was wrong. We have got a fearful job to perform and everybody has got to unify to do it. No other consideration can now be compared to that of defeating the powers that are trying to dominate us. If they should win we would really learn something about slavery, forced labor and loss of individual freedom. We have got to win and any individual in this country, so far as I am concerned, that doesn't do his very best to fulfill his part of the job is an enemy. This applies whether he is a doctor, soldier, laborer, professional man, or just another tax payer.

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I suppose you have heard all the details of Hilton's new job. He faces a tremendous task but he has the ability and I am sure will get away with it. He enjoys a very fine reputation among the people in this government that know him.

You mentioned neither Jamie nor Barnies in your letter. I hope they are well. Again many thanks for your letter and, as always

With affectionate regards,

Mr. E. E. Eisenhower,
Puget Sound Bank Building,
Tacoma, Washington.

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Colonel James Stack Oral History, 1972

Pages 77-78:

BURG: Now, you must have done maneuvers* up here in the state of Washington?

STACK: Oh, we did a lot of maneuvers up here.

BURG: Do you happen to remember where they were held? He [Eisenhower] speaks of them, but I'm not sure that he tells where.

STACK: A lot of them were. Actually, we had a lot of command post exercises, too, but—

BURG: That's part of the 3rd Division.

STACK: —around Centralia and Chehalis we'd set up out in the, out in the boondocks not down in towns or—

BURG: Right.

STACK:—anything like that. And in areas like that, and—

BURG: Out towards Raymond, perhaps.

STACK: Yeah, all around there.

BURG: It sounds like you were in some pretty rugged forest—

STACK: It was rugged country—

BURG: —and cut-over country.

Pages 79-82:

BURG: Yeah. If I remember right, it's autumn when this occurred—

STACK: Yeah.

BURG: —in the state of Washington.

STACK: Very rainy weather.

BURG: Uh-huh, and chill.

STACK: And down in the Hunter Liggett Reservation—now I don't know exactly the time of year, but we were in awful shape down there. We had forty thousand troops down there and half of them had dysentery. You see, we were out in this area where I don't think any human beings had been for fifty years. We found snakes all over the place, rattlers—

BURG: Uh-huh.

STACK:— really. We killed fifteen, twenty rattlers a day, and nobody wanted to lay down on the ground or a little head would pop up along side of you, not a snake but a—what do you call these things—gopher.

BURG: Might be a gopher or prairie dog.

*summer of 1940

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STACK: Prairie dog—and full of the mange. And the engineers set up showerheads because we were just torn apart by ticks. It would be a hundred degrees in the mid-day and forty or thirty at night. And they set up these showerheads all over the place, and you'd go down there and take a shower, by the time you got back to where you came from you were just as filthy as when you left it in the first place. And because of the dysentery, all our mess equipment, when we went to eat, we scalded it before we ate and then we scalded it after we ate. And we'd do this constantly, because we thought there was something in the air. And a lot of them had this poison oak—not poison ivy, but poison oak—and I understand—I'm no authority on it—I understand the difference is the pollen, poison oak is a pollen sort of thing—you pick it up in the air.

BURG: I see.

STACK: Ivy, you have to make contact with it.

BURG: Uh-huh, uh-huh.

STACK: Well, we were in bad, sad, bad shape.

BURG: Now was General Eisenhower—

STACK: Oh, yeah.

BURG—hit by this same—

STACK: I don't think he was hit by it, but—

BURG: —affliction?

STACK:—he, he wasn't very happy. None of us—General (George A.?) White died down there. He was a National Guard general.

BURG: I didn't know.

STACK: Yeah, he died. He was the commanding general of the 40th (or 41st?) Division. Actually, he didn't die down there, but he became ill down there and died shortly—

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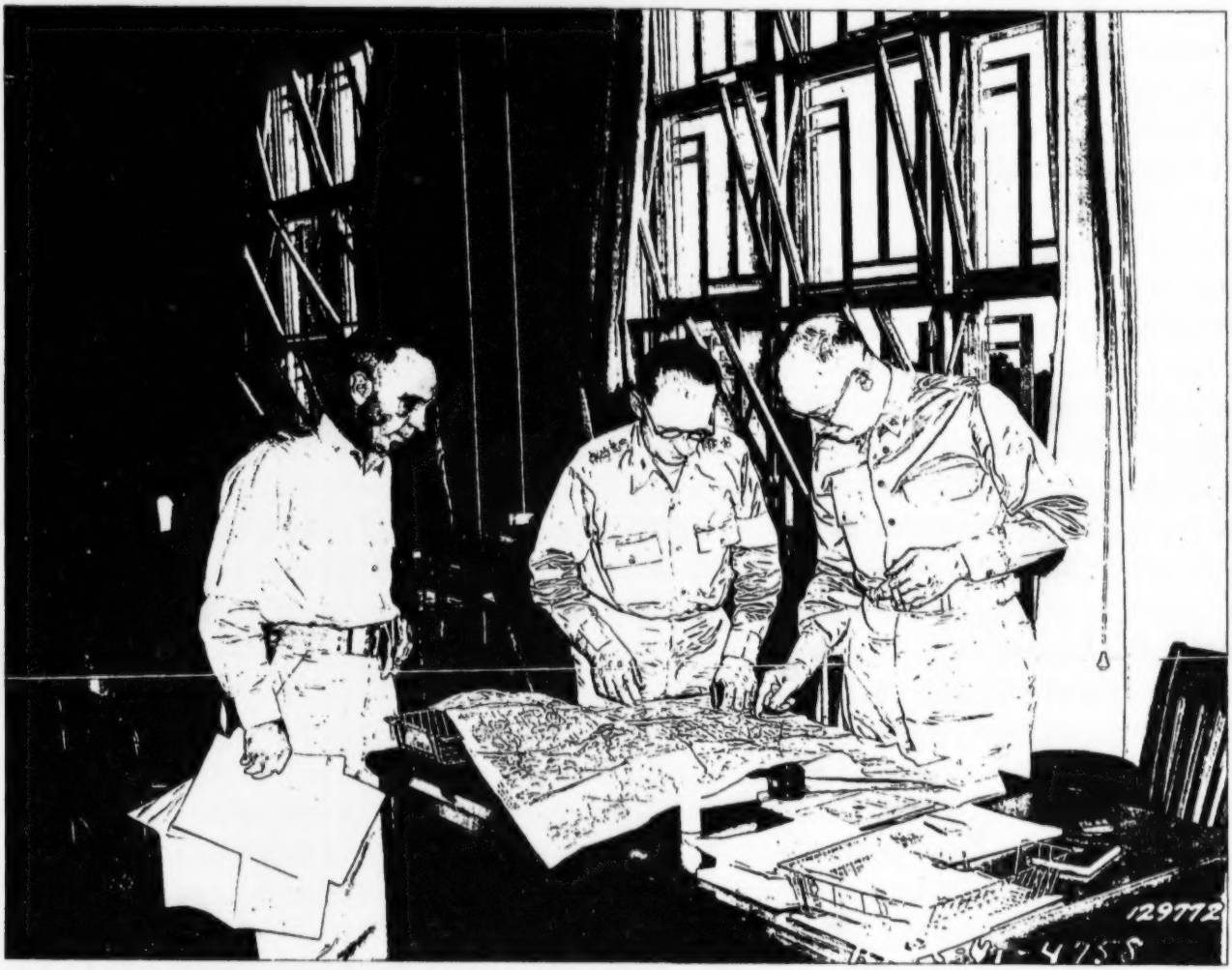
The Louisana Maneuvers, 1941

Photograph #64-57-6



Photograph courtesy Eisenhower Library

A Hard War; A Bitter, Bloody War:

"Until Tyranny and Oppression Have Been Blasted From the Earth"

> *. . . War brings about strange, sometimes ridiculous situations. In my service I've often thought or dreamed of commands of various types that I might one day hold—war commands, peace commands, battle commands, etc. One I now have could never, under any conditions, have entered my mind even fleetingly. I have operational command of Gibraltar. The symbol of the solidity of the British Empire—the hallmark of safety and security at home—the jealously guarded rock that has played a tremendous part in the trade development of the English race! An American is in charge and I am he.*
>
> ***—Dwight D. Eisenhower***
> *November, 1942*

Unlike the First World War, the Second can more accurately be termed a "global war." It was fought in two primary theaters and on many fronts. World War II demanded industrial production, manpower, organization, and coordination at a scale never before harnessed by any nation. In the end, the United States alone would spend nearly $300 billion dollars, and 15 million Americans would serve. Every family had a neighbor, friend, or family member in the conflict. World War II was in every respect—"total war."

Although the United States, Great Britain, and the Soviet Union—the "Big Three"—bore the greatest burden of the Allied effort, by war's end, fully 91 nations fought against the Axis Powers, which consisted primarily of Germany, Japan, and Italy. In order to defeat them, the Allies knew they would have to forge a powerful alliance unprecedented in world history.

At meetings (code name: Arcadia) held in Washington in late 1941 and early 1942, the United States and Great Britain agreed to an "Atlantic First" strategy; the Pacific would be a secondary objective. The United States supported an early 1942 European invasion, but the British—fearful of the awesome, destructive power of the German war machine—argued for a secondary front in North Africa to weaken the enemy first. It would be two long years before a cross-channel invasion was launched.

When the United States entered the Second World War, Japan controlled much of eastern and southern Asia. China had been defeated, and India was threatened from both east and west. Australia was expecting an invasion at any time. By the spring of 1942, Japan also controlled Guam, Wake Island, Hong Kong, and Singapore. Despite a heroic fight, American and Filipino defenders surrendered the Philippine Islands to the Japanese in May 1942.

Defeating Japan was based on a two-pronged objective: to regain strategic islands in the Central Pacific and to retake positions in the Southwest Pacific leading to the Philippines. The defeat of the Japanese at Midway Island in June 1942, put them on the defensive for the first time in the war. The United States Marines landed on Guadalcanal in August 1942 and by February 1943 they were victorious. From here, Allied forces would begin a campaign of "island hopping" toward Japan.

By early 1942, most of Europe and North Africa were under German control. The bombing of Britain had exacted a terrible toll, and German troops were entrenched deep within Soviet territory. As 1942 drew to a close, however, the tide was beginning to turn. The Russians were turning back the Nazi advance in the East, and the Allies in North Africa had driven the Germans back to Tunisia, which, by mid-May 1943, would be in Allied

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hands. Once again Churchill and the British high command were successful in thwarting the American push for a 1943 cross-channel invasion in favor of advances into Sicily and Italy.

As the United States entered the war in late 1941, it was clear the road to victory depended on the production of war materiél. In the first months of 1942, existing industrial plants were quickly converted to war production. Business leaders, workers, and government would have to cooperate if the Allies were to win the war. The federal government offered attractive incentives to the defense industry to optimize production.

Gearing up for a war economy brought a conclusive end to the Great Depression. In fact, for the first time in a decade, there were more jobs than workers to fill them. Industrial plants operated at maximum capacity, seven days a week, 24 hours a day. Even though people now had money in their pockets, consumer products simply were not available as war goods claimed most production.

To distribute scarce commodities fairly, the government instituted "rationing." Food was rationed according to family size, and each product cost a certain number of points. For example, a pound of hamburger cost seven points and a can of peaches, eighteen. Wartime recipes showed how to cook with substitute ingredients. Gasoline was rationed at about three gallons a week per car. The government issued rationing books, cards, and stamps each week. When families ran out, they did without until the next week.

The American armed forces practiced a policy of racial segregation in World War II, despite the fact that many African-Americans volunteered and served with distinction. Not until there was a shortage of white soldiers was the policy relaxed. Nearly 350,000 Mexican-Americans and more than 25,000 Native Americans also served. A full 17,000 Japanese-Americans served in the Second World War, and a Japanese-American unit became the most decorated in the war. Although most Americans believed that only men should join the military, more than 300,000 women served in the war.

For those on the homefront, women especially, wartime brought changes. They endured long separations from loved ones and their responsibilities increased, but they also enjoyed new economic and social freedoms. Daily life was filled with reminders that the nation was at war. They believed that everything they did contributed to "bring the boys home" sooner.

The government created propaganda posters to encourage patriotism, hard work, and support for the war. "V" for victory became the universal symbol around which Americans rallied. There were drives to collect scrap metal and rubber and to save cooking fats used in making explosives. Americans bought war bonds, contributing $135 billion to the war effort. Slogans like "Use it up, wear it out, make it do or do without" focused everyone on the war effort.

The workplace was affected by the upheaval of World War II. Before the war, married women usually had not worked outside the home. Once it began, they were encouraged to apply for jobs formerly held only by men. Despite a desperate need for workers in war production, many employers refused to hire African-Americans. Mexican-Americans found new economic opportunities in America's shipyards and defense plants. In addition, nearly 50,000 Native Americans left reservations to work in defense factories.

After the bombing of Pearl Harbor, anti-Japanese sentiments grew, and Japanese-Americans became targets for discrimination. In response to the anti-Japanese hysteria, the American government ordered Japanese-Americans be relocated to ten internment camps in remote parts of the United States. Many had to walk away from all their worldly possessions. When they were allowed to return home in 1945, everything they had owned was gone.

As 1944 approached, the United States had been at war for two years. In Europe, the Italian campaign was yet to be won, and the war in the Pacific was a ferocious fight. In London, the plans for Operation Overlord, the invasion of the Continent, would finally be put in motion.

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DWIGHT D. EISENHOWER: 1941—1944
A HARD WAR; A BITTER, BLOODY WAR

Five days after the disaster at Pearl Harbor, on December 12, 1941, Ike answered a phone call from Washington. "The Chief," United States Army Chief of Staff General George C. Marshall, wanted him in Washington right away. Ike's heart sank; what he had dreaded all along—a desk job in Washington, D.C. rather than a combat command — was to be his wartime duty.

When Ike arrived, General Marshall summarized the situation in the Pacific and asked, "What should be our general line of action?" Momentarily taken aback, Ike asked for time and a desk. Several hours later, he emerged with a plan and handed it to Marshall, who read through it silently, without expression. Finally, he responded, "I agree with you."

Ike spent an intense six months in the War Department. His first assignment made him Deputy Chief in charge of Pacific Defenses. In February 1942, he was promoted to Chief of the War Plans Division, and in March, Marshall named him the Assistant Chief of Staff in charge of the newly formed Operations Division. At the time, Ike could not have imagined that within eight months he would be en route to his first combat command at age 52.

Along with the new responsibilities came promotions. That spring, on the recommendation of General Marshall, Ike received a second star, making him a major general, and, in July, he was awarded a third. These were temporary wartime promotions, however; in the world of the regular army, he remained Colonel Eisenhower.

In those first days of 1942, the atmosphere at the War Department was heady with a sense of urgency and purpose. Ike's workload was crushing, never letting up. He was at his desk sixteen hours a day, seven days a week, gulping down quick meals while he worked. His health suffered with frequent minor illnesses. Despite the stress and fatigue, Ike's performance was exceptional in every respect. In Eisenhower, Marshall recognized a superior officer who consistently performed far beyond what was asked of him. He was a natural leader and the consummate professional, passing every test that Marshall put in front of him.

In late May 1942, Ike traveled to London to iron out difficulties between the War Department and the American headquarters in London. Shortly after, he was named the new American commander of the European Theater of Operations. On June 24, he returned to London to begin the process of creating an Anglo-American Alliance—an unprecedented and daunting task.

Ike's job of welding together the alliance was possibly the most formidable task of the war. American and British officers and troops would have to overcome cultural and military differences to win the war. He first organized the Allied command structure, ensuring that every American officer answered to a British officer and vice versa. He walked a fine line to avoid being labeled as "pro-British" by the Americans and "pro-American" by the British. By May 1943, when hard-won Tunis finally fell to the Allies, it was apparent that the American Allied Commander had accomplished the nearly impossible. It had been an exhausting task.

For those under his command, Ike cultivated an image of calm and dignity, free from stress, worries, and self-doubt. Instinctively, he understood that subordinates looked to their leaders to cue their own optimism and enthusiasm. As an example to everyone else, he worked incessantly; there was just too much to do to pause or let down. In North Africa, Marshall was so alarmed by Ike's exhausted appearance that he ordered him to slow down, delegate more, and rest or he would not survive the war.

As the Allies engaged the Axis Powers in North Africa, Ike remained blissfully unaware of his growing celebrity. In the autumn of 1943, the first "Ike-for-President" movement appeared. With a war yet to be waged and won, he was not flattered or pleased. Isolated from the homefront and consumed by his work, he had little time or

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inclination to consider how his life would be affected by his leadership in World War II.

Allied victory was secured in North Africa on May 15, 1943, with the fall of Tunisia. By August 16, the surrender of Sicily was complete, clearing the path for the invasion of Italy. The fighting there was half-hearted and sporadic until October 4, when Hitler finally made the decision to fight for Italy. However, Ike would have no choice but to leave the Italian campaign to other commanders. On December 7, 1943, two years to the day after the attack on Pearl Harbor, he was summoned by President Roosevelt. To his astonishment, the President said, "Well, Ike, you are to command Overlord."

As did many American families during World War II, the Eisenhowers had to adjust to separation and a state of uncertainty. Son John was in his plebe year at West Point when his father was called to the War Department following Pearl Harbor. In February 1942, Mamie joined Ike in Washington where they moved into the Wardman Park Hotel.

On March 10, Ike received word that his father, David, had died at age 79, but there was no time for the luxury of grief. The nation was at war, and it was simply impossible for Ike to leave his job to travel back to Abilene to attend his father's funeral. Ike's younger brother Roy died unexpectedly on June 17.

On the weekend before Ike's departure for London on June 23, 1942, the Eisenhowers had said their good-byes to one another. Ike and Mamie would not see each other for a year and a half. As John walked down the sidewalk, he turned and saluted his father, who returned the salute. Mamie could bear it no longer and burst into tears.

"Mrs. Ike," as General Eisenhower often referred to his wife, remained in the background as much as she could while her husband was in London and North Africa. By June 1943, however, Ike's celebrity was affecting her too. She was inundated with invitations and requests for interviews, and she could not begin to keep up with the mail. Mamie did not sit at home; she kept busy with wartime volunteer activities and worked hard to be a model of calm and strength for others. Newspaper and magazine articles written at that time about Mamie described her as poised, charming, and warm.

Mamie and Ike had enjoyed a close marriage for more than 25 years and were miserable apart. They wrote letters to each other throughout the war. His letters to her were written in longhand and are testaments to his love for her and the hope that she would not forget him. Military secrecy prevented him from telling her much about his day-to-day life.

John's life at West Point was also affected by the war. Graduation dates were moved up one year, and cadets were sent to regular army camps to train instead of the usual summer camp. As might be expected, cadets were impatient with being treated like children when there was a war on. Young men their age were already facing the enemy!

Ike's enormous fame changed John's life much as it did Mamie's. He was now, first and foremost, the "son" of a famous father. This "reflected prominence," as he called it, had both benefits and liabilities. At West Point, it was not as noticeable, but once he graduated, it was clear that people treated him differently just because he was Ike's son.

John was at home with his mother for Christmas in 1943 when the news came over the radio that his father had been appointed the Supreme Commander for the Allied invasion of Europe. The hall leading to the Eisenhowers' suite was flooded with reporters. Life was changing quickly for the Eisenhower family. Mamie and John would now have to share Ike with an adoring public of millions, and their private lives would never be the same again.

Recommended Readings from *At Ease: Stories I Tell to Friends:* 246-266.

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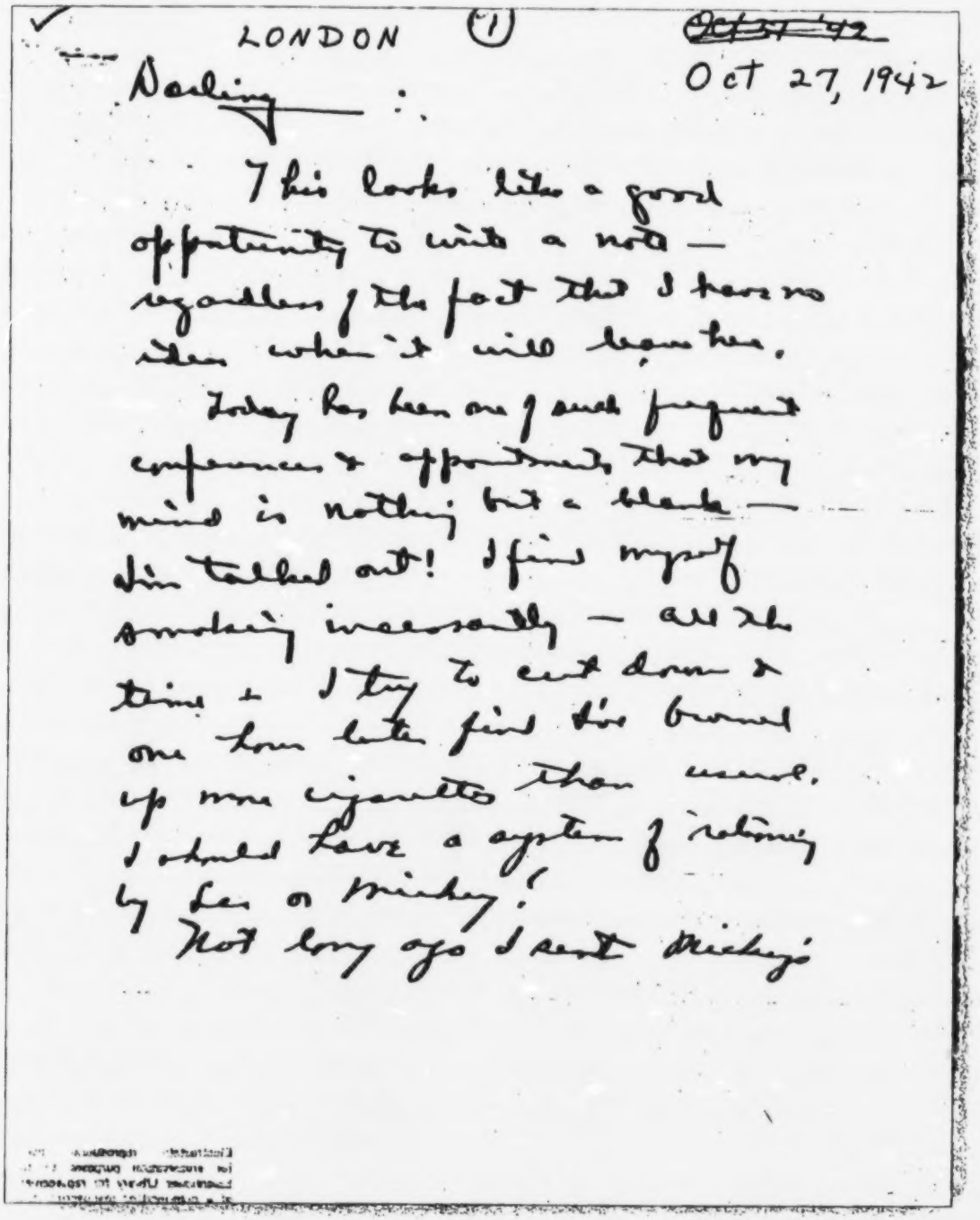
Letter from Dwight D. Eisenhower, October 27, 1942
to Mamie Doud Eisenhower



LONDON (1) ~~Oct 27 '42~~

Oct 27, 1942

Darling :.

This looks like a good opportunity to write a note — regardless of the fact that I have no idea when it will leave here.

Today has been one of such frequent conferences & appointments that my mind is nothing but a blank — I'm talked out! I find myself smoking incessantly — all the time I try to cut down & one hour later find the ashtrays up more cigarettes than usual. I should have a system of relaying by Lee or Mickey!

Not long ago I sent Mickey

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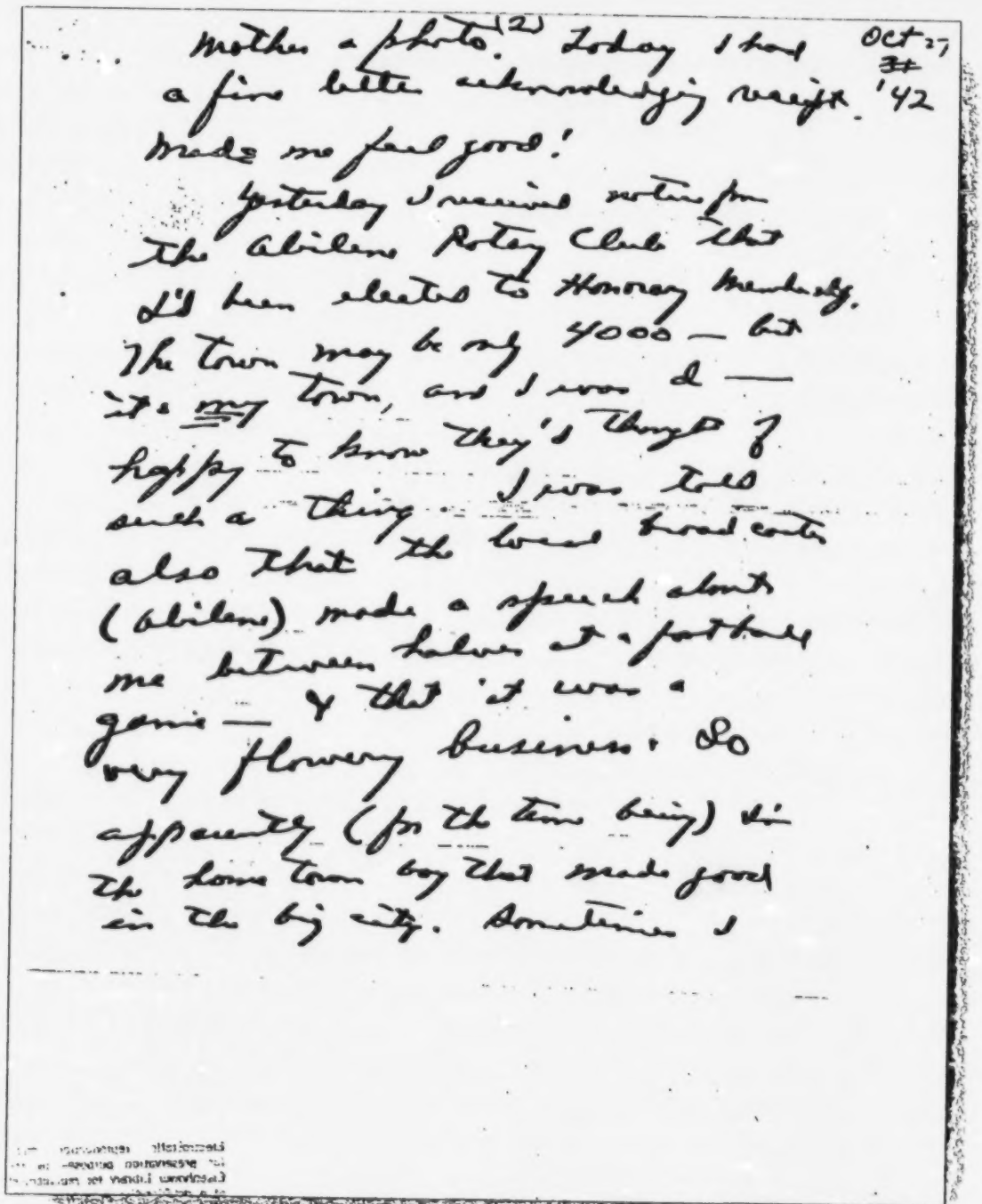

Mother a photo.[2] Today I had a fine letter acknowledging receipt. Made me feel good!

Yesterday I received notice from the Abilene Rotary Club that I'd been elected to Honorary Membership. The town may be my 4000 — but it's my town, and I was glad — happy to know they'd thought of such a thing. I was told also that the local broadcasting (Abilene) made a speech about me between halves of football game — & that it was very flowery business. So apparently (for the time being) the home town boy that made good in the big city. Sometimes I

Oct 27 '42

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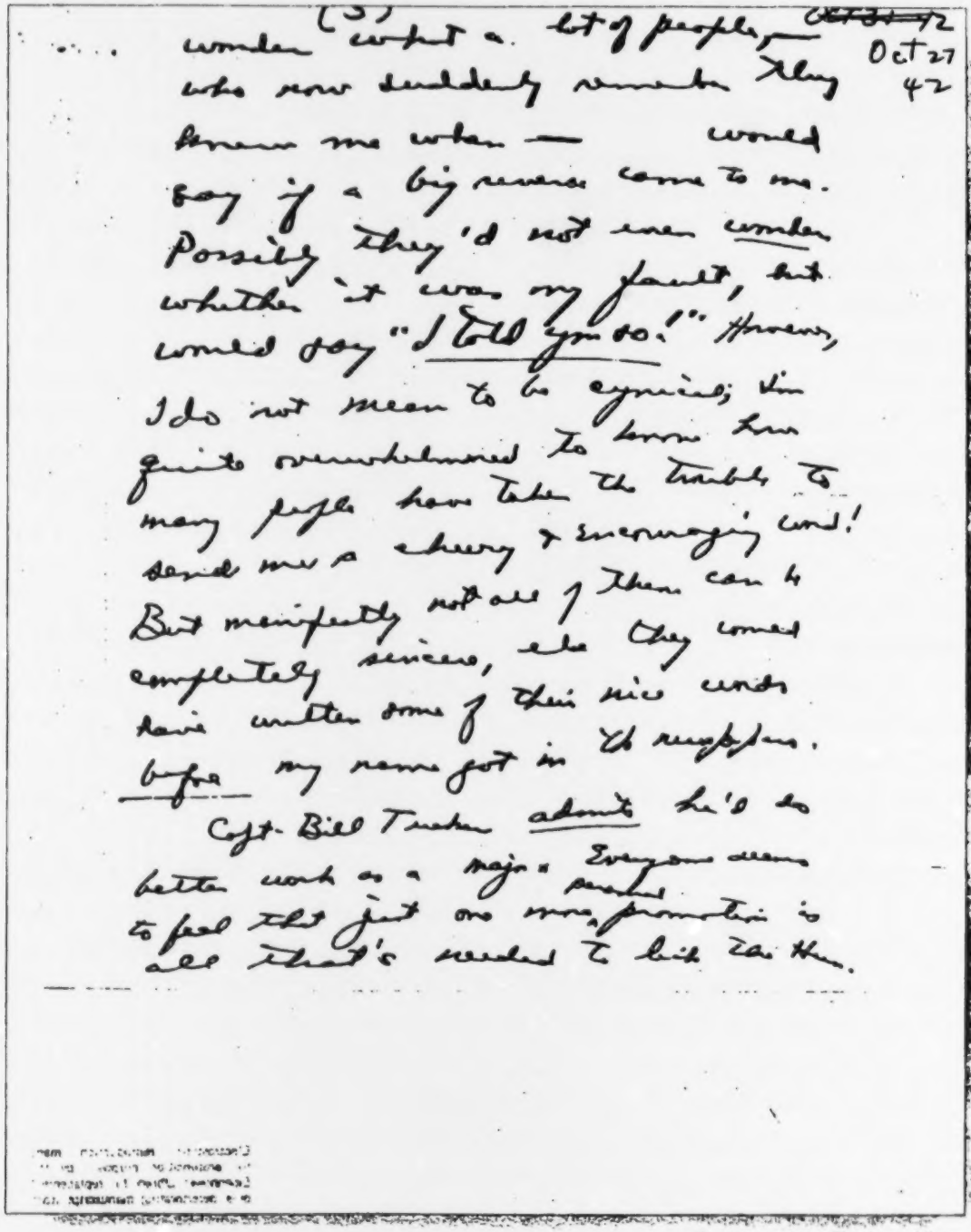
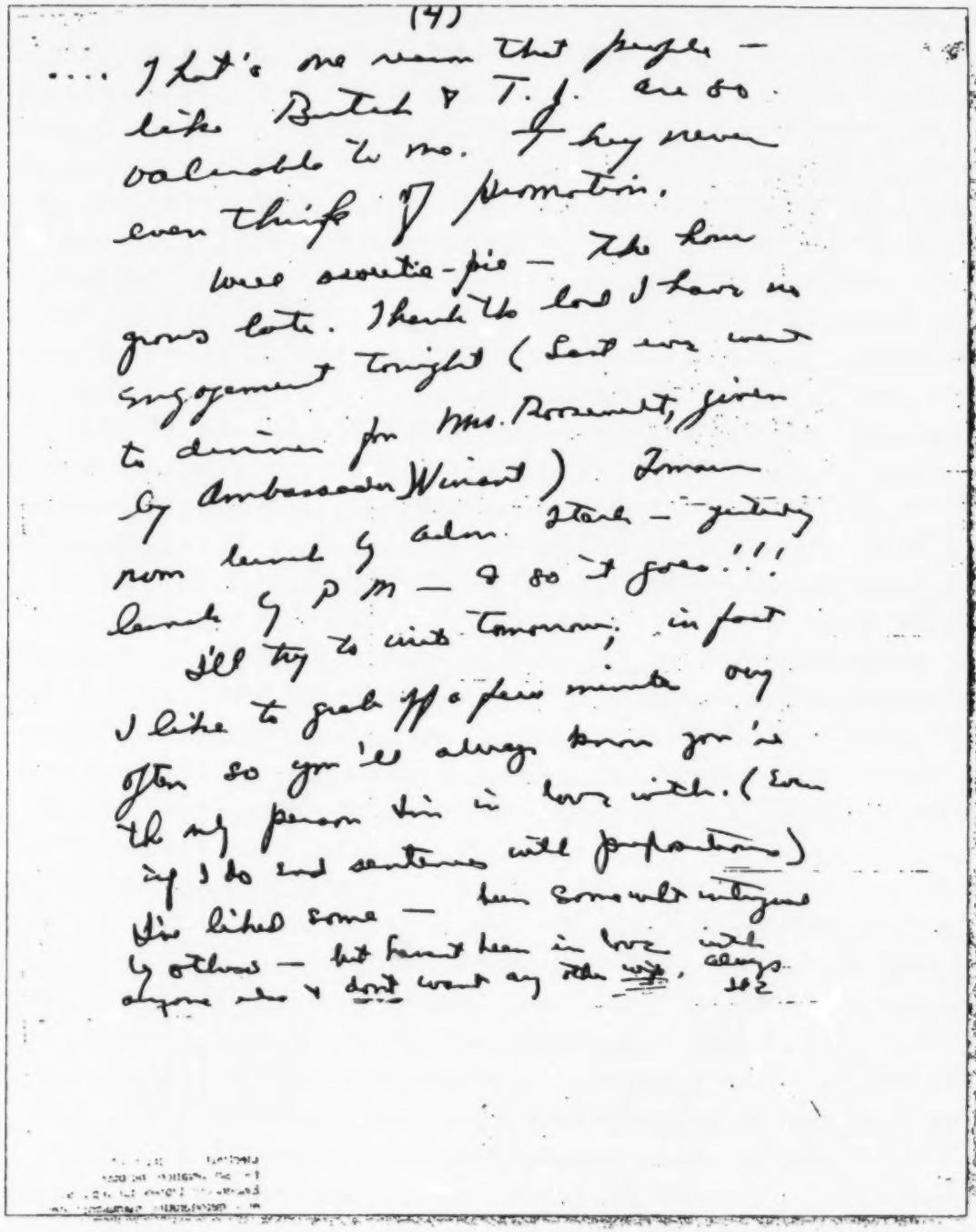


(3)

... wonder what a lot of people ~~Oct 31 42~~ Oct 27 42
who now suddenly remember they
knew me when — would
say if a big success came to me.
Possibly they'd not even wonder
whether it was my fault, but
would say "I told you so!" However,
I do not mean to be cynical; I'm
quite overwhelmed to know how
many people have taken the trouble to
send me a cheery & encouraging word!
But manifestly not all of them can be
completely sincere, else they would
have written some of their nice words
before my name got in the newspapers.

Capt. Bill Tucker admits he'd do
better work as a major. Everyone seems
to feel that just one more promotion is
all that's needed to lick the Axis.

Document courtesy Eisenhower Library



(4)

.... That's no reason that people — like Butch & T.J. are so valuable to me. They never even think of themselves.

Good sweetie-pie — The hour grows late. I thank the Lord I have no engagement tonight (Last one was to dinner for Mrs. Roosevelt, given by Ambassador Winant) Tomorrow noon lunch & also. Stark — golfing lunch & P M — & so it goes!!!

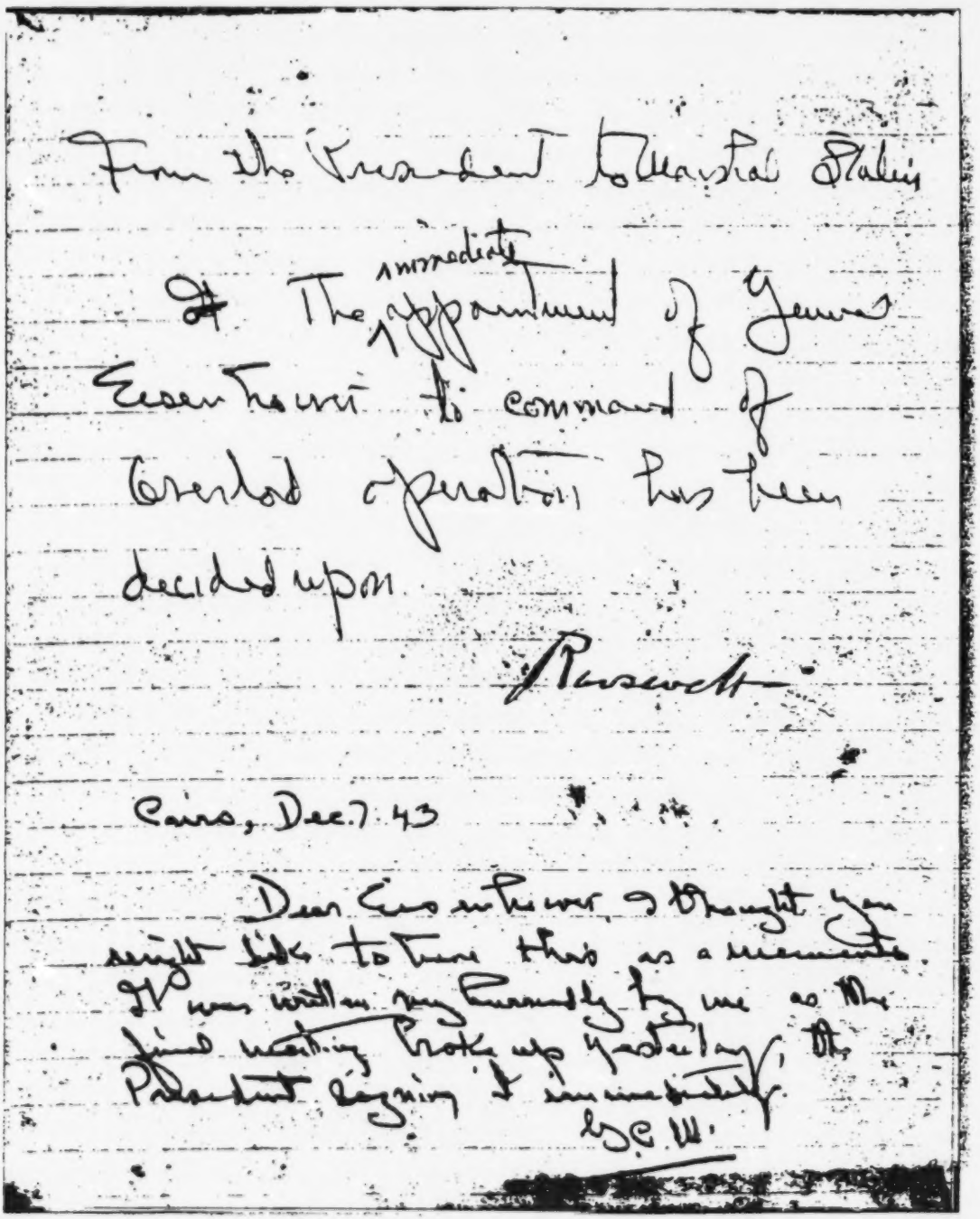
I'll try to write tomorrow; in fact I like to grab a few minutes every day so you'll always know you're the only person I'm in love with. (Even if I do end sentences with prepositions)

She liked some — been somewhat intrigued by others — but I never been in love with anyone else & don't want any other wife, always.

Document courtesy Eisenhower Library

Note from FDR to Stalin, December 7, 1943

The Selection of Eisenhower as Supreme Allied Commander



From the President to Marshal Stalin

The immediate appointment of General Eisenhower to command of overlord operation has been decided upon.

F. Roosevelt

Cairo, Dec. 7. 43

Dear Eisenhower I thought you might like to have this as a memento. It was written by me in the first waiting broke up yesterday. The President signing it immediately.

D.C. M.

Document courtesy Eisenhower Library

Marshall and Churchill in North Africa, 1942-43

Photograph #63-539-15

Photograph courtesy Eisenhower Library

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Marshall Hospital Scene in North Africa, 1942-43

Photograph #63-539-92

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Operation Torch, November 8, 1942

Photograph #63-539-22

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Pages 72-74:

BURG: I was wondering about the assimilation of our troops in England—the results of BOLERO. Were the English sometimes troubled by us and how we acted?

BARKER: Oh, well, of course, that's a different story. You're getting into an new field. The British and the Americans—we on our part and they on their part—made a very definite effort to see that relations would be good. We had handbooks that were given to the soldiers on the ship coming over telling about the English people, who they were, what their habits were—

BURG: Yes.

BARKER: —and giving their background and their social customs and so on. We had an excellent pamphlet on that, and every soldier had one of them in his pocket. We'd given it to them on the ship. The British prepared films to show American troops, and they circulated a great deal of literature amongst their people—their civilian population on the matter of having to live with the Americans for a while.

BURG: Yes. Well, I thought that might—

BARKER: Incidents arose.

BURG: Oh, yes.

BARKER: Unquestionable they would; mostly over girls—

BURG: Yes.

BARKER: —more often than anything else. The American soldiers had more money to spend than the English soldiers, and it irritated the English soldiers.

BURG: Yes. Well, I thought perhaps it might be along those lines that they would occasionally call you in to find out—

BARKER: In the earliest days before COSSAC—they talked to me a great deal about it, but at COSSAC we never concerned ourselves with that. We were working within a different framework entirely.

Nothing Less Than Full Victory:

*"The Hour of Your Liberation is Approaching"**

. . . Humility must always be the portion of any man who receives acclaim earned in blood of his followers and sacrifices of his friends. Conceivably a commander may have been professionally superior. He may have given everything of his heart and mind to meet the spiritual and physical needs of his comrades. He may have written a chapter that will glow forever in the pages of military history. Still, even such a man—if he existed—would sadly face the facts that his honors cannot hide in his memories the crosses marking the resting places of the dead. They cannot soothe the anguish of the widow or the orphan whose husband or father will not return.

—Dwight D. Eisenhower
Guildhall Address
June 12, 1945

As 1943 came to a close, the United States faced a third year at war. Significant victories had been won in the Pacific, North Africa, and Sicily; bitter fighting in Italy continued. Japan had demonstrated a willingness to defend her newly won empire with a frightening ferocity. On the eastern front, the Red Army and the Russian people fought on, forcing German Armies ever westward. At last, there would be no more delaying the ultimate showdown with Hitler on the European continent. The Allies were confident they would win the war, but exactly when would continue to elude them.

Plans for Operation Overlord, the invasion of Europe, began in earnest early in 1944 under the command of the new Supreme Allied Commander, General Dwight D. Eisenhower. More commonly referred to as D-Day, Overlord was the largest amphibious military operation in history. More than 150,000 men, 6000 ships, and 11,000 aircraft were assembled to breach Hitler's Atlantic Wall. Early on the morning of June 5,1944, Eisenhower gave the order and Overlord was set in motion. Under cover of darkness, airborne paratroopers were dropped behind enemy lines while naval and air firepower pounded German defenses. At 6:30 a.m. on June 6, 1944, the first wave of troops stormed the beaches of Normandy. Once the beachheads had been secured, the battle for Normandy began. By the end of July, German armies were in retreat, and on August 25 Paris was liberated. By September, Allied armies had reclaimed much of Western Europe and prepared to penetrate Germany's western frontier. In October, the Siegfried Line, the last major German defense, collapsed, but bad weather and supply problems slowed the Allied advance to a near standstill.

Then, just before Christmas 1944, the Germans surprised the Allies when they broke through their lines in the Ardennes Forest. American soldiers at the small town of Bastogne found themselves completely surrounded. Despite nearly impossible odds, they were able to survive the siege until reinforcements arrived. This last desperate German offensive, the Battle of the Bulge, lasted ten long days.

Through 1944 and early into 1945, fighting in the Pacific was brutal and slow going as the retreating Japanese mounted a defense to the death. Allied soldiers faced deadly sniper fire and debilitating conditions. They were weakened by the extreme heat and humidity, and plagued with tropical diseases and fungus infections. Every inch of ground was gained only through tremendous effort and sacrifice.

By late 1944, United States bombers had begun to bomb the islands of Japan; raids on her major

* Eisenhower's D-Day broadcast to the people of Western Europe

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industrial cities began in early 1945. Meanwhile, American Marines landed on Iwo Jima. After a month of some of the bitterest fighting of the war, the island was secured. In April, the battle for Okinawa began; it would not fall to the Allies until mid-June. American aircraft cruisers were frequent targets of Japanese kamikaze pilots who deliberately crashed their planes onto the ships' decks. The Allied submarine fleet effectively blockaded Japan's ports and immobilized her navy. Still, the Japanese government refused to surrender.

As Allied armies ground eastward across Europe in the spring of 1945, they came face to face with the grisly evidence of Nazi atrocities. Soldiers discovered gruesome piles of emaciated bodies stacked like firewood or dumped in shallow burial pits. Few of the still-living victims of the concentration camps had enough strength to stand, let alone welcome their liberators. Those who witnessed the horrors of places like Auschwitz, Treblinka, Buchenwald, and Dachau would never forget them. In the end, the Nazis murdered an estimated 12 million people including more than 6 million Jews.

In March 1945, when Allied forces captured a key bridge across the Rhine River, the final conquest of Germany was at hand. Russian and American armies linked up on April 25, 1945, and shortly thereafter, the German Army surrendered in Italy. To the consternation of Allied field commanders, it was decided that the Red Army would take Berlin. German soldiers, fearing capture by the Red Army, fled westward toward American and British lines to surrender. On April 30, Hitler committed suicide. One week later, on May 7, 1945, General Eisenhower accepted Germany's unconditional surrender to take effect at midnight, May 8, V-E Day.

In July 1945, The Big Three met in Potsdam near Berlin. President Roosevelt had died on April 12 and Vice-President Harry S. Truman had assumed the presidency. An atomic bomb had just been successfully detonated and was now a viable weapon to end the war with Japan. The Allies issued an ultimatum to Japan directly from the conference: surrender now or face certain and absolute annihilation. When Japanese leaders ignored the warning, Truman, without hesitation or regret, made the decision to use the bomb to bring a swift end to the war.

On August 6, 1945, a B-29 bomber, the *Enola Gay*, dropped an atomic bomb named "Little Boy" on Hiroshima, Japan, resulting in 70,000 deaths and injuring as many more. On August 8, the Soviet Union declared war on Japan and invaded Manchuria. The next day, a second bomb, "Fat Man," was dropped by another B-29, *Great Artist*, on the Japanese city of Nagasaki. An estimated 100,000 civilians were killed or injured. Japanese leaders surrendered unconditionally on August 15, 1945, V-J Day. On September 2, 1945, surrender documents were signed aboard the *Missouri* in Tokyo Bay. It was finally over; the war had been won but at a terrible cost.

World War II ended in apocalyptic destruction. The exact number of deaths is incalculable, but estimates run as high as 55 million, including the victims of the Holocaust. The Soviet Union lost 20 million people alone. An estimated 290,000 American soldiers were killed in the war, and an additional 670,000 were wounded. Millions of civilians were uprooted and displaced at war's end; many of them would survive the war only to die soon after. Western Europe was in shambles, and whole cities in Germany and Japan had been nearly leveled. World War II had been, in every respect, total war.

At war's end, the United States was the mightiest military power on the face of the earth and the Soviet Union was now the dominant nation of Europe. Growing conflict between the emerging "Superpowers" would dominate international relations for the second half of the twentieth century. The hope for a peaceful and secure world for which so many had sacrificed so much in World War II would remain tragically illusive.

DWIGHT D. EISENHOWER: 1944—1945
NOTHING LESS THAN FULL VICTORY

For the new Supreme Allied Commander, the last two years of the war would be his most challenging yet. Eisenhower would oversee the gargantuan plan for the invasion of Europe: the largest air, sea, and land assault in history. He would be the one to give the ultimate order that he knew would send thousands of young men to their deaths. And, despite a top-notch staff and talented commanders, it would be he alone who would have to shoulder the crushing responsibility of decision making.

On January 2, 1944, Ike arrived in Washington, D.C. General Marshall had ordered him to rest before beginning the planning for Operation Overlord. The trip was hardly relaxing. Ike met with General Marshall and President Roosevelt. He and Mamie paid a hurried visit to John at West Point and then spent a few days alone together. He even managed to make a quick trip home to Kansas. But, when he arrived in London two weeks later, it was a great relief. Finally, he could get to work!

Ike threw himself and his staff into planning the Allied invasion of France. Hitler had had four years to fortify the French coast, and predictions of Allied casualties were high. But Ike and his commanders grew steadily more confident that spring. Allied bombing was having an impact in the West and the Red Army steadily gained ground in the East.

As D-Day approached, Ike was bone weary and under extreme stress. It showed. He suffered from headaches, high blood pressure, insomnia, and ringing in his ears. Consequently, he often felt irritable and anxious and was tired much of the time. Even so, he had no choice but to push on.

On June 1, Ike moved his command post from London to Portsmouth, where he lived in a tiny trailer that he christened "my circus wagon." It was here that he gave the go-ahead for a June 5 landing which was called back due to bad weather. Ike's meteorologist forecast a brief window of clear weather for June 6. Sensing that it was now or never, in the early morning of June 5, Ike gave the order, "OK, let's go."

Ike tried to relax. He played checkers, met with a reporter, and wrote a message taking full responsibility in case Overlord should fail. He also visited with paratroopers of the 101st Airborne Division as they were preparing to board C-47s. Returning to his trailer—unable to sleep—he smoked, drank black coffee, and read westerns. He had launched the mightiest military campaign known to mankind; nothing could stop it now.

By late evening, June 6, it was clear that Overlord had succeeded. The Allies had put more than 150,000 men ashore, and the beachheads were littered with Allied tanks and artillery. In late July the Allies would finally achieve a "breakout" in Normandy and, by August 25, Paris would be liberated. The Allies advanced eastward through the autumn of 1944. But hopes to end the war before Christmas were dashed when bad weather set in. And, on December 16, as Ike was promoted to the new five-star rank of General of the Army, the Germans launched a final attack: the Battle of the Bulge.

The Allied offensive would pick up again in early spring 1945. In mid-April, Ike inspected a concentration camp near Gotha, Germany. He was visibly shaken by the horrors he witnessed there. Immediately, he summoned reporters and congressional representatives from the United States; he believed firmly that history must have an accurate and permanent record of these unspeakable atrocities.

By early March, the collapse of the Third Reich was imminent. Just before 3:00 a.m., on May 7, 1945, a weary Eisenhower accepted the German unconditional surrender. Someone on Ike's staff opened a bottle of champagne in a half-hearted attempt to celebrate but it was flat. Exhausted, everyone went to bed.

The first months after the German surrender were incredibly busy for Ike. Unending paperwork, a flood of congratulations, and mountains of correspondence threatened to bury him.

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Invitations arrived daily, but he could accept only a few, among them victory celebrations in London, Washington, New York, and his beloved hometown of Abilene.

Upon returning to Europe, one of Ike's most pressing problems was to find a way to feed 5.5 million hungry people. Of particular concern was the plight of displaced persons, especially the Jews. There was little food and clothing, and refugee camps were filthy and crowded. In August 1945, Ike visited the Soviet Union. While there, the first atomic bomb was dropped, and, as he left Moscow, the war in the Pacific came to an end.

In the fall of 1945, General Marshall was stepping down as Chief of Staff and President Truman wanted Eisenhower for the job. Ike was not enthusiastic, but agreed to serve for two years. He was now 55 years old and had done his duty for 35 years; what he really wanted most was a long rest.

Mamie was still living in Washington and John was finishing the semester at West Point when Ike had been named commander of Overlord in December 1943. On orders from General Marshall, Ike made a secret trip home to see his family. John felt that his father was much the same except that he was preoccupied. Ike and Mamie spent a few quiet days together, but the adjustment from wartime to family life was awkward for both of them. Ike traveled to Manhattan, Kansas, for a one-day Eisenhower reunion but found it impossible to relax. Overlord and what lay ahead weighed heavily on him.

To ease her loneliness after Ike left, Mamie joined her parents in San Antonio for the rest of the winter. It was a painful time for her as she tried to adjust to losing her husband yet again. She knew that she was in the public eye, so Mamie did her best to deal with her unhappiness privately.

At breakfast on his graduation day, June 6, 1944, John learned that the invasion of Europe was in progress. Mamie was awakened by a phone call from a reporter asking her about the Normandy landings. For security reasons, she had been told nothing. All day long, John and Mamie were the focus of reporters and flashing cameras.

Following graduation, John visited his father for three weeks. He enjoyed a front row seat to history in the making. On June 15, John traveled with his father to Normandy. Soldiers recognizing the Supreme Commander waved and hollered a hearty "Hi, Ike!" John begged his father to let him stay in Europe, but Ike explained that it would not be right to give his son special treatment.

John returned home to train at Infantry School at Fort Benning, Georgia. When he graduated in October 1944, Second Lieutenant John S. D. Eisenhower was assigned to a rifle platoon bound for France. When Mamie found out, she was frantic. It was only natural that she would appeal to her husband to "do something," but he would not interfere. Because of the risk that John might fall into enemy hands and the eventual effect this might have on Ike's performance, General Omar Bradley reassigned him to a less dangerous detail.

When Ike returned home for a number of victory celebrations in June 1945, Mamie was there to greet him. He had hoped that she might accompany him back to Europe, but as General Marshall explained, it would not be fair to other servicemen who could not have their wives with them.

Ike assumed his new duty as Army Chief of Staff at the War Department in November 1945. He had promised himself and Mamie that this would be his last assignment. Soon they would have the rest of their lives to spend together in quiet retirement. In reality, that time was still fifteen years in the future.

Recommended Readings from *At Ease: Stories I Tell to Friends:* 267-293, 297-303, 307-314, 388-390.

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Page 6-7:

MRS. JEHL: . . . But anyway, I think it was December of '43 that he [Eisenhower] went to the Advance Command Post, which was in Amilcar, and it was close to Tunis. And he took me with him this time. He took turns taking Chick, Nana Rae, or me. And this time he took me. It was when Roosevelt and Winston Churchill had a conference and I forgot which conference it was.

Q: Teheran?

MRS. JEHL: Teheran, I believe. And they decided that Eisenhower was going to be Supreme Allied Commander. Churchill got sick, the General had an office in this house and then his home where he was living was about three blocks away and it was white brick and we called it "the little white house" where he lived. And I lived in a little camper right next to the office, all by myself. I was in the office, the General was in the office, and Captain Butcher came in and he said, "Look at this cable." And we looked at it, and it was informing the General that he was going to be Supreme Allied Commander. So, of course, he was very happy over that and we flew back to Algiers and started getting ready to move to England. And we moved to England almost a year after we had arrived in Algiers. And he took the three WAAC secretaries, Pearlie and Kay, those are all women, and then his house boys. We all went to England in his B-17. And the war was still going on and I remember how cold we were on that airplane because they had to have, what do you call the, open so the gunners could have their guns out?

Q: Waist gunners?

MRS. JEHL: Waist gunners, yes. I remember my feet got like pieces of solid ice.

The General was in Washington and so I found a pair of fur-lined boots that said "Ike" on them and I put them on and wore them all the way across the ocean to keep my feet warm. And when we got to London we were there six months and there were a lot of air raids going on, you know, we worked and there were a lot of air raids going on, you know, we worked in the Grosvenor House, I guess that was the headquarters there. We were there about six months and then we moved to Bushey Park and our offices were in a camouflage thing where it looked like a little hill in this big park and we lived in nissen huts. And then . . . .

Q: Quonset huts?

MRS. JEHL: Quonset huts, yes. And then we moved to Portsmouth and lived in tents in Portsmouth and our offices were in trailers and the General lived in a trailer.

Page 14-15:

Q: When you took a double-spaced draft back in to the boss [Eisenhower] then would you just leave it with him and then he marked it up and sent it back out?

MRS. JEHL: Marked it up and sent it back out to us and his handwriting was atrocious, terribly hard to read. But, of course, after a while we got used to it and were able to read it.

Q: He was noted for his editing, I mean, as a president, so I imagine that . . . .

MRS. JEHL: He was wonderful. And anybody who says he had ghostwriters while he was overseas is sadly mistaken. He wrote all his own speeches, everything. Very articulate, he was really one of the most intelligent people I've ever met in my life. And when he knew he was coming back for the victory parade, he typed up his speech, his address to the Joint Session of Congress, and sent it to General Marshall for approval. General Marshall didn't like some of the things the General had said. So General Marshall wrote a speech and sent it back to the boss and said, "This is the speech you're going to make." And the boss said, "Like hell I am." And he wouldn't do it. That's why I was caught taking that dictation all the way across the ocean, because he was determined he was not going to make General Marshall's speech. He was going to write his own and he did.

Page 38-39:

Q: Well, then, in retrospect, I'm wondering what you might think of Eisenhower at that time. . . . As an individual? What were his attributes . . . .

MRS. JEHL: He was intelligent, honorable, a wonderful strategist. And yet knew how to get along with everybody. And it was a hard position for him because he had the French and the British. And Montgomery was a thorn in our sides. He fought the General all the way and the General would get so upset over it, but never to his face, he was very diplomatic, very diplomatic. He was a brilliant man and I think there wasn't anyone else who could have been the Supreme Commander, except him. Montgomery would never had made it, he would have had wars between the French and the Americans and the British.

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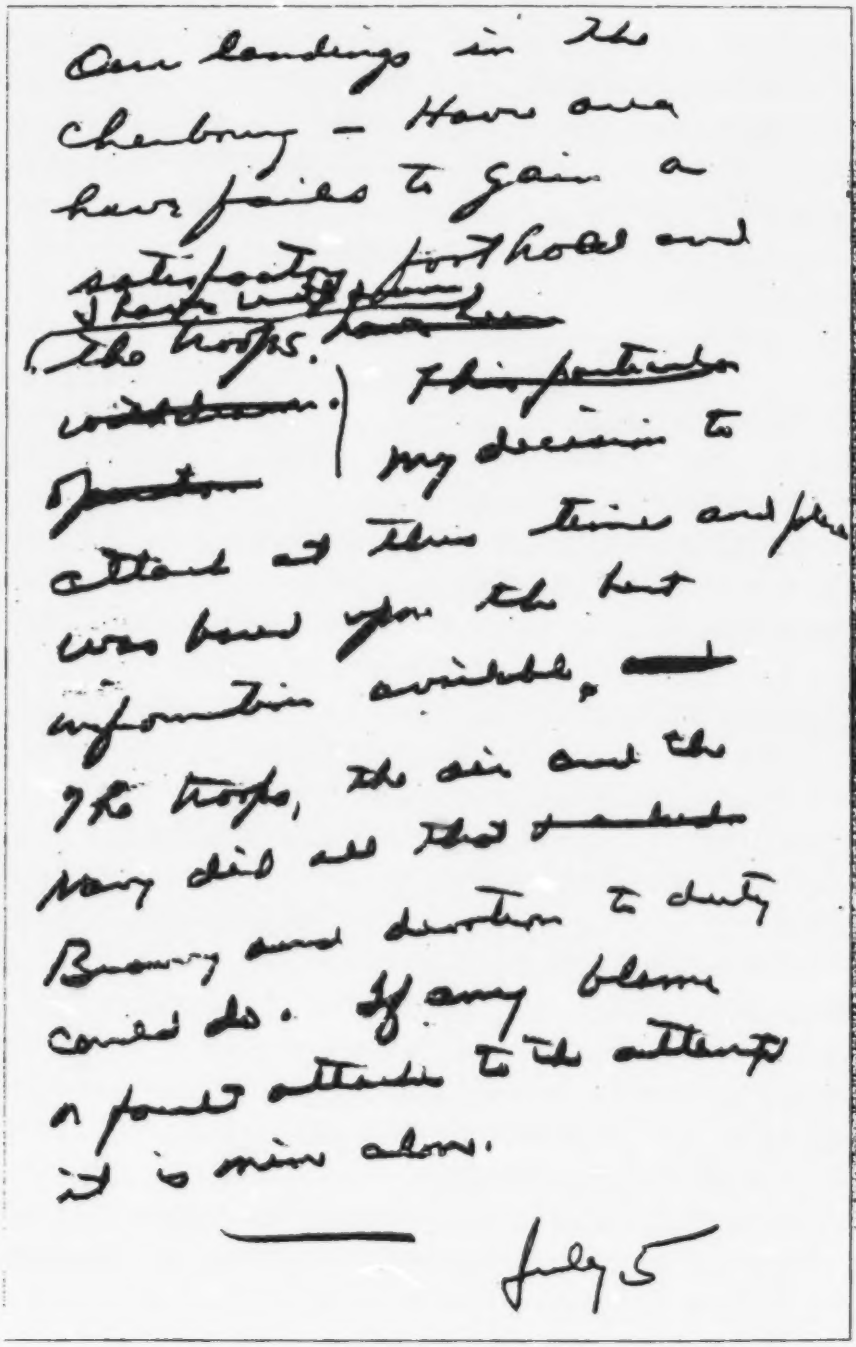
In Case of Failure Message, July 5, 1944*



Our landings in the Cherbourg – Havre area have failed to gain a satisfactory foothold and I have withdrawn the troops. My decision to attack at this time and place was based upon the best information available. The troops, the air and the Navy did all that bravery and devotion to duty could do. If any blame or fault attaches to the attempt it is mine alone.

July 5

Document courtesy Eisenhower Library

*Eisenhower mistakenly wrote July 5 instead of the correct date, June 5, 1944.

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Order of the Day, June 6, 1944

SUPREME HEADQUARTERS
ALLIED EXPEDITIONARY FORCE

Soldiers, Sailors and Airmen of the Allied Expeditionary Force!

You are about to embark upon the Great Crusade, toward which we have striven these many months. The eyes of the world are upon you. The hopes and prayers of liberty-loving people everywhere march with you. In company with our brave Allies and brothers-in-arms on other Fronts, you will bring about the destruction of the German war machine, the elimination of Nazi tyranny over the oppressed peoples of Europe, and security for ourselves in a free world.

Your task will not be an easy one. Your enemy is well trained, well equipped and battle-hardened. He will fight savagely.

But this is the year 1944! Much has happened since the Nazi triumphs of 1940-41. The United Nations have inflicted upon the Germans great defeats, in open battle, man-to-man. Our air offensive has seriously reduced their strength in the air and their capacity to wage war on the ground. Our Home Fronts have given us an overwhelming superiority in weapons and munitions of war, and placed at our disposal great reserves of trained fighting men. The tide has turned! The free men of the world are marching together to Victory!

I have full confidence in your courage, devotion to duty and skill in battle. We will accept nothing less than full Victory!

Good Luck! And let us all beseech the blessing of Almighty God upon this great and noble undertaking.

Dwight D. Eisenhower

Document courtesy Eisenhower Library

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Sewing an American Flag, July 7, 1944

Photograph #65-345

Photograph courtesy Eisenhower Library

Young French Girl Sewing a Handmade American Flag

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Concentration Camp at Gotha, Germany, April 12, 1945

Photograph #86-12-3

Photograph courtesy Eisenhower Library

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D-Day, Operation Overlord, June 6, 1944

Photograph #85-6-5

Photograph courtesy Eisenhower Library

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Resources

BOOKS:

Ambrose, Stephen E. *Eisenhower: Soldier and President.* New York: Simon & Schuster, 1990.

Beschloss, Michael R. *Eisenhower: A Centennial Life.* New York: Harper and Row, 1990.

Eisenhower, Dwight D. *At Ease: Stories I Tell to Friends**, 1967.

Holt, Daniel D. and James W. Leyerzapf, editors. *Eisenhower: The Prewar Diaries and Selected Papers, 1905–1941.* Baltimore: The Johns Hopkins University Press, 1998.

Miller, Merle. *Ike The Soldier: As They Knew Him.* New York: G. P. Putnam's Sons, 1987.

Neal, Steve. *The Eisenhowers.* Lawrence, Kansas: University Press of Kansas, 1984.

Malott, Deane W. *On Growing Up In Abilene, Kansas: 1898–1916,* 1992.**

Staadt, Olive Mitchell. *Gentle Memories: Kansas 1900–1910,* 1988.**

There is a wide variety of children's books on Dwight D. Eisenhower available online at bookstores such as Barnes and Noble or Amazon.

VIDEOS:

Dwight D. Eisenhower: Commander-in-Chief, A&E Biography, (middle school to adult)

The American Experience: Eisenhower, PBS, (middle school to adult)

Ike and Abilene, Kansas Heritage Center, Lending Catalogue, (all ages)

In Quest of Peace, In Kansas, check your school and/or public library, (all ages)

CASSETTES:

Ambrose, Stephen. *Character Above All,* Barnes & Noble, (adult)

*May be ordered from the Eisenhower Center Gift Shop. There are many resources available there for teaching more about Dwight D. Eisenhower. Call 785-263-4751 or mail in an online order form available at the Eisenhower Center web site @ http://www.eisenhower.utexas.edu/. Click on Gift Shop.

**May be ordered from The Dickinson County Heritage Center, 412 S. Campbell, Abilene, KS Ph: (785) 263-2681.

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Abilene, KS 67410
(785) 263-4751
www.eisenhower.utexas.edu

The Eisenhower Foundation
Box 259
Abilene, KS 67410
www.dwightdeisenhower.com

Kansas Heritage Center*
P.O. Box 1207
Dodge City, KS 67801-1207
(316) 227-1695
www.ksheritage.org

WEB SITES:

The Eisenhower Center: http://www.eisenhower.utexas.edu/

The Eisenhower Foundation: http://www.dwightdeisenhower.com

Encarta Online: http://encarta.msn.com/find/concise (Search: Eisenhower)

Dwight D. Eisenhower: http://history.hanover.edu/20th/eisenhower.htm

Potus: Presidents of the United States: http://www.ipl.org/ref/POTUS/ddeisenhower.html

American Presidents: Life Portraits: http://www.americanpresidents.org/

Eisenhower Birthplace State Historic Park: http://www.eisenhowerbirthplace.org/

Eisenhower National Historic Site: http://www.nps.gov/eise/

Eisenhower Information and Speeches: http://www.dogpile.com (Search: Eisenhower)

Federal Resources for Educational Excellence: http://www.ed.gov/free (Search: Eisenhower)

National Archives and Records Administration's documents online: www.nara/searchnail.html.

The Eisenhower Era (curriculum materials): www.ikeonline.org

The Eisenhower Academy: www.nps.gov/eise/instit.htm

The Constitution Community—D-Day: www.nara.gov/education/cc/dday.html

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* Check the web site's catalogue or phone to request the Sales Catalogue and Lending Catalogue.

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Corporate Source: The Eisenhower Foundation 501(c)(3)	Publication Date: 2000 2001

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